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This beginning Spanish course was developed for use in the Foreign Service Institute of the U.S. Department of State. It concentrates on word and phrase structure and pronunciation and consists of 25 units, each having an introduction, a dialog, a section on grammatical observations, and one on application. The programmatic text emphasizes pre-class preparation by the student of new materials with the aid of tapes. It can be used for both intensive and regular Spanish training and is adaptable to classroom use, to self-instruction, or to a combination of the two. See FL 000 963 for the Instructor's Manual. (DS)

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FOREIGN SERVICE INSTITUTE

SPANISH

PROGRAMMATIC COURSE
Volume 1

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SPANISH

PROGRAMMATIC COURSE
Volume 1

C. CLELAND HARRIS and ASSOCIATES

FOREIGN SERVICE INSTITUTE
WASHINGTON, D.C.
1967

EPARTMENT OF STATE

PREFACE

The FSI ***Spanish Programmatic Course, Volume I,*** *comprising this textbook and accompanying tape recordings together with an* ***Instructor's Manual,*** *provides introductory learning materials for use by speakers of English who want to acquire a style of Spanish which is neither very formal nor overly casual.*

The term ***programmatic*** *has been adopted to denote a course which uses some techniques of programmed instruction and is adaptable to classroom use, to self-instruction or to combinations of the two. Part of each unit is in programmed form; other parts follow a more conventional audio-lingual format. In all parts, the guiding principles have been simplicity and clarity of presentation, characteristics which are required of materials to be used in self-instruction, although the materials have been written with the teacher-classroom situation also in mind.*

The principal difference in approach between this course and the FSI ***Spanish Basic Course,*** *for example, is the emphasis placed here on advance, pre-class preparation of new material by the student with the help of tapes. The principal difference between this and completely programmed materials is that here the student's self-study is, if possible, regularly punctuated by sessions in the classroom with an instructor.*

The linguist in charge has been C. Cleland Harris, Chairman of the Department of Romance Languages. Helpful criticisms and contributions were made by Jack L. Ulsh, linguist in charge of Spanish and Portuguese, Rosalinda L. Pineda (Mexico) and Blanca C. de Spencer (Colombia) and by the following members of the teaching staff who participated in the pre-publication trials: Hortensia T. de Berry (Cuba), Marta L. de Gowland (Argentina), Susana K. de Framinan (Argentina), Gladys F. de Telford (Paraguay), Isabel B. de Lowery (Bolivia), Vicente N. Arbelaez (Colombia), Jorge Krichmar (Argentina), Jose A. Mejia (Colombia), Juan Jose Molina (Honduras) and Bolivar M. Cobos (Ecuador). Manuscript and final copy were prepared by Sra. Pineda, Irma C. de Ponce and Marie Litvinoff.

The recordings were made in the studios of the FSI Language Laboratory with the technical assistance of Charles P. Monat and Jose M. Ramirez under the general supervision of Gary Alley. The bilingual contrasts on the tapes were voiced by Dr. Harris. Mr. Ulsh read the English announcements, and Sra. de Spencer, Sr. Cobos and Sr. Mejia voiced the Spanish script.

James R. Frith

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Department of State

May 31, 1967

FOREWORD

This text is accompanied by an Instructor's Manual which contains the script of all the recorded portions. Since many of the recorded exercises do not appear in printed form in this, the student's book, the Instructor's Manual serves as a handy, quick reference and guide for the teacher. Students who are using this text for self-instruction will find the manual a useful aid in checking the accuracy of their own performance.

FSI Spanish Programmatic Course is designed primarily for the student who has access to a tape player for study purposes. If one is not available, these materials should be used in the same manner as are more conventional materials. After pre-publication trials with over 200 students, FSI is convinced that the rate of progress is greater and the quality of performance higher if the student has an opportunity to study new material before reporting to class through the use of facilities that allow him to listen to the recorded portions of the lessons.

The authors like to believe that greater progress and higher quality performance are inherent in some small way in the materials themselves; however the general improvement in achievement is probably attributable more to technique than to anything else. For example, a student who prepares an assignment by himself, with his own tape player, will normally be participating with the language at the enormous rate of 400 to 600 participations per hour. If the same material were being learned in a class shared with only three other students, his participation rate would be reduced accordingly: to 100 to 150 per hour. This participation rate, of course, begins to approach insignificance with a class of twenty or more students. In such large classes, teachers have to resort to choral response techniques in order to counteract the low participation rates. Much of the success of these materials is due, then, not necessarily to the material itself but to the arrangement of material, an arrangement that allows learning to take place profitably outside of the classroom and thereby fosters unusually high participation rates for the individual students.

A typical unit covers a cycle of work requiring from three to five hours from the average or above-average student. The learning that takes place during a typical cycle has been sequenced as follows:

1. Observation of the language.
2. Practice with what has been observed.
3. Variation of that which has been practiced.
4. Application of what has been learned in the first three stages.

The sectioning of a unit relates to these four learning modes as follows:

Sections within a unit:	Learning Mode:
Introduction	Observation
Dialog	Observation
Grammatical Observation and Practice	Observation Practice
Variations	Variation
Application	Application

The last section of each typical unit (the Application section) contains no recorded portions. It is always a summary of the present unit plus a recycling of important features of the preceding two units. No new material is presented. It serves, therefore, (1) as a testing device to determine how well the material has been learned, and (2) as a useful 'homework' assignment where students do not have a tape player available outside of class. This Application section can serve as a time-saver for students with a limited but active knowledge of Spanish: they should work the Application section first; if they can work it successfully, then that unit does not have to be studied, and they should proceed to the next unit until areas are encountered where errors are made, indicating the need to study that unit.

Volume I contains twenty-five units of a course planned to have about 100 units. The course as a whole is intended to lead the student to a minimum professionally useful level of proficiency. The objective of this first phase is to emphasize structure: word structure and, particularly, phrase structure. Therefore, this volume -- especially through Unit 20 -- displays equal concern with phrase relators and connectors and with verb morphology and shows considerably less concern with vocabulary. During this introductory phase, the authors are more interested in the student's ability to perform in multi-phrasal and multi-clausal sentences using the proper connectors and relators than in his stockpiling of vocabulary items. Subsequent units will develop the remaining verb morphology and expand the vocabulary.

The average student requires approximately 100 hours to go through Volume I. Since there are 417 'words' in this volume, he assimilates at the rate of 4.2'words' per hour. (A 'word' is defined as a preposition, a verb form, an infinitive, a number, an adjective, etc.) This rate is 1.2 'words' per hour higher than had been anticipated, but it is still comparatively low. The distribution of vocabulary items ('words') is as follows: 115 Nouns; 130 Verbs, Verb Forms or Phrases; 172 Other.

To encourage the feeling of realism while learning a foreign language, the study of verb morphology commences with a past tense ('Preterit' or 'Past of Events'), as it is more natural to ask the student 'What did you bring last night?' than 'What do you bring (at night)?' However, the present tense is not ignored; most of the common verb phrases (e.g. tener que --r, querer --r, ir a --r, acabar de --r, aprender a --r and so forth) are treated also in the Present with the result that the student becomes as capable in the Present as in the Past. The Imperative Mood is also taught, as well as several frequent patterns of the Present Subjunctive.

FSI has used these materials in intensive, six-hours-per-day classes as well as in one-hour-per-day classes. In the former, approximately two hours of preparation followed by 30 minutes or more of classroom recitation and application is the normal pattern, although variations have been employed with equal success. (In one-hour-per-day classes, the class schedule is no different from that of classes using conventional materials but the 'homework' is done where possible as pre-class work on a tape player.) The normal practice of our teaching staff during the recitation periods has been to spend ten to fifteen minutes checking briefly the material studied by the student, followed by an equal or longer period relating this material to the student's own experience. Depending on the exigencies of scheduling, the instructor may follow these recitation periods with instruction in new material, or, more usually, dismiss the class for further self-study in the language laboratory.

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UNIT 1

Word Stress
and
Intonation

During the early lessons in this book, you will find what appears to be an excessive amount of English text. These are instructions on how to use these materials.

If you are to get the most out of each exercise, be sure you understand from these instructions what the goal is for each one, and how to prepare each exercise.

STRESS AND INTONATION

Intonation is the 'envelope' which transmits the meaning of an utterance. It is an important feature in any language. For example, a student who may acquire an excellent pronunciation of vowels, consonants, and words of a foreign language, but who does not utter these inside the envelope used by speakers of that particular language, will have difficulty making himself understood. Conversely, a student who may have a weaker pronunciation but who has acquired the ability to utilize the proper intonation shapes, does communicate successfully.

'Intonation' refers to the rise and fall of the voice. 'Stress' refers to the varying loudness of the voice. When we speak, this rise, or fall, or loudness characteristic of speech conveys information that is not only revealing of our emotions, but also revealing of other vital information such as:

-that a question is being asked
-that a statement is being made
-that emphasis is being injected
-that the speaker anticipates agreement with him
-that the speaker anticipates disagreement
-that the speaker outranks you
-that the speaker is 'kidding'
-that the speaker is making a fool of you
-that the speaker is sure of something
-that the speaker is not sure of something
-that the speaker is insecure
-etc.

An exhaustive listing of the kind of information that is revealed by stress and intonation would require several pages. The point is that this information is not available from just words or phrases, or even sentences, if these are stripped of their stress and intonation.

There must be dozens of patterns of intonations in any language. Of these, however, usually four or five patterns are the 'work horses' of most discourse. The purpose of the following exercises is to call your attention to this thing referred to as 'intonation' and to get you acquainted with the forms of these 'work horses' in Spanish. In so doing, we hope that you will be more careful in both listening for these patterns and in making a serious effort to imitate them.

EXERCISES

(If you are utilizing a tape recorder for this exercise, keep in mind that you will have to START and STOP the recorder for each one of the questions below. First, read what is said under number 1, then start the tape and listen. When the items under number 1 are completed, stop the tape and read number 2. Then, start the tape and listen to the items under number 2 and, again, stop the tape before going on to number 3, and so forth. This start-stop procedure is to be followed throughout this manner of presentation.

(The parentheses '( )' indicate that you will hear something that will be spoken by your instructor's voice on the tape. The number of times you see a pair of parentheses indicates how many times the utterance will be repeated. Thus '( ) ( )' indicates that you will hear the utterance said two times.)

Part 1.

Note: Listen carefully, and work conscientiously, because every so often you will be tested without a chance to review.

1. Listen to this word, which we will call word 'a'.

   (a) (a) (a)

2. Now listen to this word, which we will call word 'b'.

   (b) (b) (b)

3. These two words may sound very similar to some people, and to some other people, they may even sound exactly the same. But to a Spanish person, these words are 'as different as night is from day'. Here are the two words again.

   (a) (b) (a) (b) (a) (b)

4. Whatever you hear that makes these two words different is called 'stress'. That is, these words are different because their stress is different. Here they are again.

   ( ) ( ) ( ) ( )

5. One of these words means 'potato'. This is the word 'potato'.

   ( ) ( )

6. The other word means 'Dad'. This is the word 'Dad'.

   ( ) ( )

7. Here is 'potato' and 'Dad'.

(potato) (Dad) (potato) (Dad)

Frequently, you will be asked a question which we expect you to be able to answer. Any time you are asked a question, the correct answer will appear to the left, in the left margin. You are to keep the answer covered (either with your hand or with a piece of paper) until after you produce your answer. Then, slide your hand (or paper) down, revealing the correct answer. This correct answer lets you know if you are learning what we have designed for you to learn. If your answer is wrong, you need to back up and re-study what you didn't learn.

We are getting ready to ask you a question for you to answer. Before we do, let's check what we have done thus far.

8. To Spanish ears, these words are very different.

(a) (b) (a) (b)

9. One of these words means 'potato'. Here it is.

(potato) (potato)

10. The other means 'Dad'. Here it is.

(Dad) (Dad)

11. Question: Which word is being said here, 'potato' or 'Dad'?

(?) (?)

(potato)

12. Which one is being said here?

(?) (?)

(Dad)

13. Which word is 'Dad', No. 1 or No. 2?

(1) (2) (1) (2)

(2)

14. Is this the word 'potato'?

(?) (?)

(no)

15. Is this the word 'Dad'?

(?) (?)

(yes)

16. Which one is 'Dad', No. 1 or No. 2?

(1) (2)

(2)

17. Which one is 'potato', No.1 or No.2?

(1) (2)

(2)

18. Your instructor will now say these words five times in a mixed order. How many times does he say 'Dad'?

( ) ( ) ( ) ( ) ( )

Again: ( ) ( ) ( ) ( ) ( )

(3)

19. Your instructor will again say these words five times in a mixed order. How many times does he say 'potato'?

( ) ( ) ( ) ( ) ( )

(2)

20. You have learned to differentiate between two words in Spanish whose only difference is the position of the stress. The stress in 'Dad' falls on the last syllable.

( ) ( )

21. That is, we say that the loudest part (or the stressed part) is the last syllable in the word 'Dad'.

( ) ( )

22. On the other hand, the word 'potato' is stressed on the first syllable.

( ) ( )

23. As you can now tell, this thing called 'stress' acts in Spanish like another letter in the alphabet. There are hundreds of words in Spanish which are different only in the matter of stress. Here is another pair of words which also sound alike, but which are very different to Spanish-speaking people.

(a) (b) (a) (b)

24. Here is another example.

(a) (b) (a) (b)

25. Here are (a) 'potato' and (b) 'Dad' again followed by a new word (c). Is this new word stressed like 'potato' or like 'Dad'?

(a: potato) (b: Dad) (c: ?)

(b. Dad)

26. Again, the same words for (a) and (b), but a new one for (c). Is this new one stressed like (a) or (b)?

(a: potato) (b: Dad) (c: ?)

(b. Dad)

27. Same thing again. Is (c) like (a) or (b)?

(a) (b) (c)?

(a. potato)

28. Is (c) like (a) or (b)?

(a) (b) (c)?

(b. Dad)

29. Is (c) like (a) or (b)?

(a) (b) (c)?

(a. potato)

30. Here are two different words, different in that none of the sounds in the first word appears in the second word. Listen.

(x) (y)

31. Though (x) and (y) are very different, their stress is the same. That is, both are stressed on the first syllable. Listen to them again.

(x) (y)

32. Do these two different words have the same stress?

(f) (g)

(yes)

33. Is the stress the same or different with these two words?

( ) ( )

(same)

34. Is the stress the same or different with these?

( ) ( )

(diff.)

35. Is the stress the same or different with these?

( ) ( )

(diff.)

TEST A

For each item, you will hear a word said twice. You are to identify which is its stressed syllable, the first one or the second one? Put an 'X' in the appropriate column.

	First syllable (like 'potato')	Second syllable (like 'Dad')
1. ( ) ( )	______________	______________
2. ( ) ( )	______________	______________

3. ( ) ( ) ____________ ____________
4. ( ) ( ) ____________ ____________
5. ( ) ( ) ____________ ____________
6. ( ) ( ) ____________ ____________
7. ( ) ( ) ____________ ____________
8. ( ) ( ) ____________ ____________
9. ( ) ( ) ____________ ____________
10. ( ) ( ) ____________ ____________
11. ( ) ( ) ____________ ____________
12. ( ) ( ) ____________ ____________
13. ( ) ( ) ____________ ____________
14. ( ) ( ) ____________ ____________
15. ( ) ( ) ____________ ____________

(Check with your instructor in class, or with the 'Instructor's Manual', for the right answers.)

Part 2.

36. Thus far, you have listened to short words having only two syllables. Spanish has, of course, words which are longer. Here is a long one.

( ) ( )

37. Here is a three-syllable word with stress on the last syllable.

( ) ( ) ( )

38. And here is another, very similar word having its stress on the second-last syllable

( ) ( )

39. These two words mean different things, of course. Here they are in contrast.

(a) (b) (a) (b)

40. As far as stress is concerned, we can say that these two words are similar to 'Dad' and 'potato'. For example, here is 'Dad' and the new word with stress on the last syllable. Notice that it is the last syllable which has the stress.

(Dad) ( ) (Dad) ( )

41. Here is 'potato' and the other new word. Both have the stress on the second-last syllable.

(potato) ( ) (potato) ( )

42. If two words are stressed on their last syllable, we can say they are of the same kind, or 'family', as far as stress is concerned. Here are two words which belong to the same 'family' since their stress falls on the last syllable.

( ) ( )   ( ) ( )

43. And listen to these two very different words which belong to the same stress 'family', since their stress is on the same syllable, that is, the second-last syllable.

( ) ( )   ( ) ( )

44. Most Spanish words are of the kind that are stressed on the last or second-last syllable. There are some, however, which are stressed on the third-last syllable, and a very few with stress on the fourth-last syllable. Here is one stressed on the third-last syllable.

( )   ( )

45. And here is one stressed on the fourth-last syllable.

( )   ( )

46. You will now hear a word said two times. It has three syllables, and we will count the syllables from the end of the word, as shown by the numbers under each space. Which is the stressed syllable, No. 1 (last), No. 2 (second-last), or No. 3 (third-last)?

( )   ( )   ___ ___ ___
3 2 1

(1)

47. Here is another three-syllable word. Which is the stressed syllable?

( )   ( )   ___ ___ ___
3 2 1

(1)

48. Which is the stressed syllable in this word?

( )   ( )   ___ ___ ___
3 2 1

(2)

49. And in this one?

( )   ( )   ___ ___ ___
3 2 1

(2)

50. Is this one stressed on 3 or 2?

( )   ( )   ___ ___ ___
3 2 1

(2)

51. Is this one stressed on 3 or 2?

( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

(3)

52. And this one?

( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

(3)

53. Where is this one stressed?

( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

(1)

54. And this one?

( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

(2)

55. And, finally, this one?

( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

(3)

TEST B

For each item, you will hear a word said twice. Identify which is the stressed syllable by putting an 'X' over the proper number. (These are all three-syllable words.)

1. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$
2. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$
3. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$
4. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$
5. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$
6. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$
7. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

8. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

9. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

10. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

11. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

12. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

13. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

14. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

15. ( ) ( ) $\overline{3}$ $\overline{2}$ $\overline{1}$

(Check with your instructor in class, or with the 'Instructor's Manual', for the right answers.)

56. This is a Spanish sentence.

( ) ( )

57. This is an imitation of the rhythm of that sentence.

( ) ( )

58. Notice that the voice rises near the beginning of the sentence.

( ) ( )

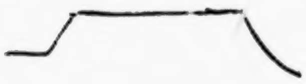
59. Notice also that the voice falls at the end.

( ) ( )

60. Listen to this rise and fall, but using the real sentence.

( ) ( )

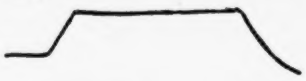
61. We can represent rise and fall of the voice with a line like this:



( ) ( )

62. This kind of shape for the line represents a normal, 'uncolored' statement, that is, a statement having no element of surprise,

no element of emphasis, etc.



( ) ( )

63. If this same sentence were said as a question, it would be a little different. This is an imitation of the rhythm of this sentence, expressed as a question. (Q)

(Q) (Q)

64. Notice that there is about the same kind of rise at the beginning as there was in the previous, normal statement.

(Q) (Q)

65. But notice that the ending is different:

Statement: (S)
Question: (Q)

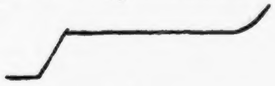
66. Listen again to the difference between a statement and a question:

Statement: (S)
Question: (Q)

67. Here is the same thing, but this time using real words:

Statement: (S) (S)
Question: (Q) (Q)

68. A question can be represented like this:



(Q) (Q)

69. Which is the question, No. 1 or No. 2?

1: ( ) 2: ( )

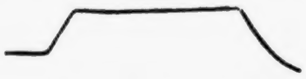
(2)

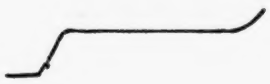
70. Which is the statement, No. 1 or No. 2?

1: ( ) 2: ( )

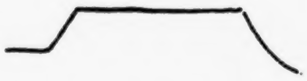
(1)

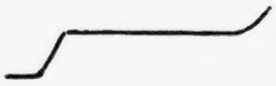
71. The shape of the rising and falling which has been represented by a line as follows:

Statement: 

Question: 

is called the intonation of an utterance. Notice that, even though an utterance may be longer than our models, the intonation is basically the same:

Statement:  (S) (S)

Question:  (Q) (Q)

72. The intonational pattern for a question that you have now learned to identify is a polite or formal intonation. A very common intonation used in familiar or less formal situations sounds like this:

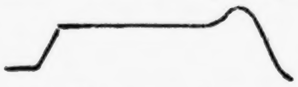
Familiar Question (FQ): (FQ) (FQ)

73. Compare the polite with the familiar intonation:

Polite Question (PQ): (PQ) (PQ)

Familiar Question (FQ): (FQ) (FQ)

74. The familiar question can be represented like this:

(FQ):  (FQ) (FQ)

75. Which is the polite (PQ) question, No. 1 or No. 2?

PQ?: (1) (2)

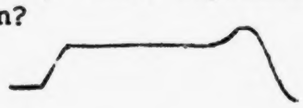
(2)

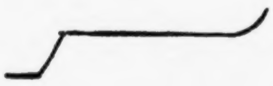
76. Which is the familiar (FQ) question, No. 1 or No. 2?

FQ?: (1) (2)

(2)

77. Which of the following lines represents the familiar (FQ) question intonation?

(1): 

(2): 

(1)

78. This is the FQ with real words:

(FQ) (FQ)

79. Notice again, that even though the utterance is longer, the intonation is basically the same.

(FQ) (FQ)

80. Is this question said in the FQ pattern?

( ) ( )

(yes)

81. Is this one said in the FQ pattern also?

( ) ( )

(no)

82. Identify this utterance as a statement (S), a polite question (PQ), or familiar question (FQ).

( ) ( )

(FQ)

83. Identify this utterance.

( ) ( )

(S)

84. Identify this one.

( ) ( )

(FQ)

85. Identify this one.

( ) ( )

(PQ)

86. If a person should ask you this question, is he being formal or informal?

( ) ( )

(formal)

87. If a person should ask you this question, is he being formal or informal?

( ) ( )

(informal)

88. If you heard the following utterance, would the speaker be asking or telling you something?

( ) ( )

(telling)

89. If you hear this one, would the speaker be telling or asking?

( ) ( )

(telling)

90. Would he be telling or asking in this one?

( ) ( )

(asking)

91. Would he be telling or asking in this one?

( ) ( )

(asking)

92. Would he be telling or asking in this one?

( ) ( )

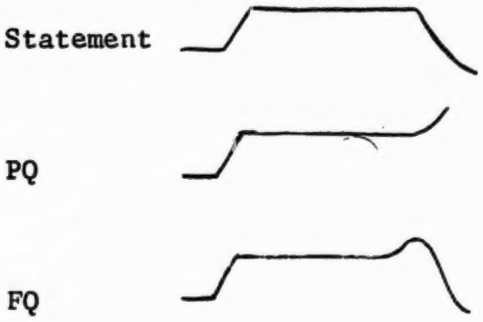
(asking)

93. And here?

( ) ( )

(asking)

94. As you have observed, a question is signaled by the speaker by the intonation he uses. Similarly, his intonation reveals if he is simply making a statement.



95. But notice what happens here: this, too, is a question.

( ) ( )

96. This kind of question has the same intonation as a statement. Observe the similarity between the question (Q) and the statement (S).

(Q) (S) (Q) (S)

97. Since the intonation is the same, by intonation alone there is no way to tell whether it is a question or a statement. However, a native speaker knows which are statements. He can tell them apart by the beginning of the sentence: such questions always have a question-word at or near the beginning. For example, this is one of the several Spanish question-words:

( ) ( )

98. This, then, is a question.

(Q) (Q)

99. This, too, is a question

(Q) (Q)

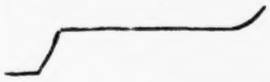
100. A question with a question-word, then, is no different in

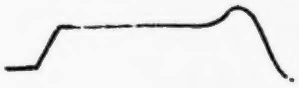
intonation from a statement. The intonation is the same. The difference is signaled by the question-word. Observe:

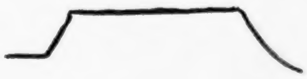
Statement (S): (S) (S)

Question w/
question-word
(QW): (QW) (QW)

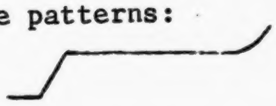
101. There are, then, three basic types of questions:

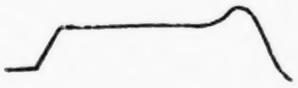
PQ:


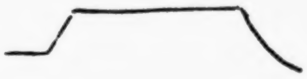
FQ:


QW:


102. Observe these three patterns:

PQ

: ( ) ( )

FQ

: ( ) ( )

QW

: ( ) ( )

103. As a non-speaker of Spanish at this moment, you would be unable to tell if someone were telling you something or asking you something with a question-word, since you do not yet know what the question-words are for Spanish. However, you have learned to spot that this is one of the question words:

( ) ( )

104. Therefore, is this a question or a statement?

( )

(question)

105. And, if in these presentations we did not use any other question-word but the one you have learned to identify, you should be able to tell which of the following two is a question:

(1) (2)

(2)

106. Are these both questions, or is one a statement and the other a question?

(?) (?) (?) (?)

(questions)

107. Are both of these questions?

(?) (?)

(no)

108. Are both of these questions?

(?) (?)

(yes)

109. Are both of these questions?

(?) (?)

(no)

110. Which one is a question?

(1) (2)

(1)

111. Here is a series of sentences. Identify which ones are questions.

(1) (2) (3) (4) (5)

Again: (1) (2) (3) (4) (5)

(2,3,5)

112. Which ones of these are statements?

(1) (2) (3) (4) (5)

Again: (1) (2) (3) (4) (5)

(2,3)

113. Is this a polite question (PQ) or a familiar question (FQ)?

( ) ( )

(FQ)

114. Is this a statement (S) or a question with a question-word (QW)?

( ) ( )

(QW)

TEST C

You will hear a number of sentences. Each will be said two times. You are to identify what kind of sentence is being said. Put an 'X' in the appropriate column:

			Statement (S)	Polite Question (PQ)	Familiar Question (FQ)	Question with a question-word (QW)
1.	( )	( )				
2.	( )	( )				
3.	( )	( )				
4.	( )	( )				
5.	( )	( )				
6.	( )	( )				
7.	( )	( )				
8.	( )	( )				
9.	( )	( )				
10.	( )	( )				
11.	( )	( )				
12.	( )	( )				
13.	( )	( )				
14.	( )	( )				
15.	( )	( )				

(Check with your instructor in class, or with the 'Instructor's Manual', for the right answer.)

NOTE

The purpose of the foregoing section on intonation has been this: to let you know that intonation is important, and to expect (hopefully) that you will try to imitate it.

You will find that one or more of the four patterns presented to you this far may be repudiated by a native speaker. There are several reasons for this rejection:

1. Intonation is such a subtle matter that most native speakers (like yourself for English) are not aware of intonation.
2. Some patterns vary a little from country to country.
3. And last, but by no means least important, the voicing of these intonations onto the tape may appear unnatural to a native speaker for two reasons:
    a. It is almost impossible to produce natural intonation in isolated sentences out of context, as we have tried to do.

b. We are guilty of over-exaggeration of the patterns in order to allow an untrained student to hear these more distinctly.

If any discrepancies exist between the recorded material and your instructor, always imitate and follow your instructor's intonation.

END OF UNIT 1

UNIT 2

INTRODUCTION

(Recorded)

Part 1.

1. This is a Spanish syllable.

   ( ) ( )

2. This is the same syllable, but it is pronounced wrong.

   ( ) ( )

3. Here is the same syllable, right (R) followed by wrong (W).

   (R) (W) (R) (W)

4. Which is the right one, No. 1 or No. 2?

   (1) (2) (1) (2)

(2)

5. Which is the right one this time?

   (1) (2) (1) (2)

(1)

6. Here is a different syllable. Which is the right one?

   (1) (2)

(1)

7. Here is a new syllable, first pronounced right and then wrong.

   (R) (W) (R) (W)

8. Which is the right one No. 1 or No. 2?

   (1) (2)

(1)

9. You will now hear this syllable and a previous one, both right:

   (R) (R)

10. Are both of these right?

   ( ) ( )

(no)

11. Are both of these right?

( ) ( )

(no)

12. Are both of these right?

( ) ( )

(yes)

13. Here is a new syllable pronounced right then wrong:

(R) (W)

14. Which is the right one?

(1) (2)

(1)

15. Are both of these right?

( ) ( )

(no)

16. Are these right?

( ) ( )

(yes)

17. Here are three syllables. Are all three correct?

( ) ( ) ( )

(yes)

18. Are these three right?

( ) ( ) ( )

(no)

19. Are these three right?

( ) ( ) ( )

(no)

20. Are all of these right?

( ) ( ) ( )

(yes)

21. Here is a new syllable pronounced right then wrong.

(R) (W)

22. Which one is right, No. 1 or No. 2?

(1) (2)

(1)

23. Are both of these right?

( ) ( )

(no)

24. Are these right?

( ) ( )

(yes)

25. Here are the four syllables which you have observed thus far. These are right.

(R) (R) (R) (R)

26. Are all of these right?

( ) ( ) ( ) ( )

(no)

27. Are all of these right?

( ) ( ) ( ) ( )

(no)

28. Which of the following are wrong?

(1) (2) (3) (4)

(3,4)

29. Which ones are wrong this time?

(1) (2) (3) (4)

(3,4)

30. As you have observed, Spanish syllables are rather short and 'clipped off'. They are not drawn out. Observe:

( ) ( ) ( ) ( )

31. A speaker of English can duplicate exactly this next Spanish syllable if he can learn to make his lips tense and keep the syllable short. Therefore, pull your mouth back tightly as if to produce a forced grin, and repeat after your instructor's model. (From now on, you will notice that an 'X' is used after some parentheses. This 'X' is a reminder to speak aloud in imitation of what you hear in the parentheses. In this case, the 'X' indicates that you are to repeat after each parentheses.)

( )X ( )X

32. Keep making a forced grin, and repeat as often as you hear your instructor's model.

( )X ( )X ( )X

33. Similarly, repeat this one:

( )X ( )X ( )X

34. With lips still drawn back, repeat this series of syllables.

( )X ( )X ( )X ( )X

35. This next syllable might make you feel a little strange in saying it with your lips drawn back. But you have to.

( )X ( )X ( )X

36. Try these syllables with your lips drawn back:

( )X ( )X ( )X

37. Here is a two-syllable word of a type that is often mispronounced by a speaker of English. You will first hear it right, then wrong.

(R) (W) (R) (W)

38. Here is another two-syllable 'word' pronounced right then wrong. Observe that the wrong part has to do again with the first syllable.

(R) (W) (R) (W)

39. Now, repeat these. Be careful to pronounce the first syllable right, and keep your lips drawn back tightly, the tighter the better.

( )X ( )X ( )X ( )X

40. Which one of these is pronounced wrong?

(1) (2) (3)

again: (1) (2) (3)

(2)

41. Are both of these right?

( ) ( )

(no)

42. Are both of these right?

( ) ( )

(yes)

43. Now, with the next syllable, you will want to relax your lips and do not force a grin. Repeat this syllable only where shown by the X. That is, listen to it two times, then repeat it after your instructor's model the third and fourth time.

( ) ( ) ( )X ( )X

44. Do this one the same way.

( ) ( ) ( )X ( )X

45. And this one, too. Be sure you keep it short.

( ) ( ) ( )X ( )X

46. And keep this one short also:

( ) ( ) ( )X ( )X

47. We will now begin an exercise with two syllables. The first syllable requires no effort on your part, but the second requires that you pull your lips back in a tight grin. First, just listen, don't repeat.

(a) (b) (a+b) (a+b)

48. Now repeat where shown by the X. Remember to draw your lips back before saying the 'b' part.

(a)X (b)X (a+b)X (a+b)X

49. Listen to this combination.

(a) (b) (a+b) (a+b)

50. Now, imitate it. Remember to draw your lips back for 'b'.

(a)X (b)X (a+b)X (a+b)X

51. Now, listen to this one. Don't repeat.

(a) (b) (a+b) (a+b)

52. Now, repeat where shown. Again, remember to draw your lips back for 'b'.

(a)X (b)X (a+b)X (a+b)X

53. And, finally, listen to this last combination which is similar to the others. Don't repeat.

(a) (b) (a+b) (a+b)

54. Now, try it, and be sure to draw your lips back for 'b'.

(a)X (b)X (a+b)X (a+b)X

Part 2.

55. Listen to this English word.

( ) ( )

56. Now, we will change it a little.

( ) ( )

57. Now, we will change it just a little more.

( ) ( )

58. And this is our last change.

( ) ( )

59. Here is a Spanish word involving the last sounds you heard. Listen.

( ) ( )

60. Now, listen for two times, then repeat where shown by the X:

( ) ( ) ( )X ( )X

61. You will now hear this word pronounced more rapidly and more normally. Is this word stressed on the last or second-last syllable?

( ) ( ): ___ ___
2 1

(1)

62. The previous word occurs in a dialog which you will soon be asked to memorize. Here is another word from this dialog.

( ) ( )

63. Is this word stressed on the last or second-last syllable?

( ) ( ): ___ ___
2 1

(2)

64. Here is another word from the dialog. Where is this one stressed?

( ) ( ): ___ ___
2 1

(2)

65. Here is another word from the dialog. Where is it stressed?

( ) ( ): ___ ___
2 1

(1)

66. Here is another one. Where is this one stressed?

( ) ( ): ___ ___
2 1

(2)

67. And here is still another one. Where is it stressed?

( ) ( ): ___ ___ ___ ___
4 3 2 1

(2)

68. All languages make 'funny' changes at times (not always) when certain words are said in proximity to certain other words. For example, if 'don't' is said with 'you', the -t of don't and the

y- of you change to something resembling the sound '-ch-', and we normally say something like 'donchou'. In the dialog of this Unit, you will find a change of the kind called a reduction, or 'shortening'. Here are the two words.

(a) (a) (b) (b)

69. In normal speech, there is this reduction.

(a) (b) (a+b) (a+b)

70. Here is another example from the dialog of a change. First, listen to the two words said separately.

(a) (b) (a) (b)

71. Listen to the combination.

(a) (b) (a+b) (a+b)

72. In order to 'pin-point' it more clearly, let's illustrate this by using word (a) but followed only by the first sound of word (b).

(a) (-) (a+-) (a+-)

73. Finally, here it is again, in its natural form.

(a) (b) (a+b) (a+b)

74. (You are now ready to begin learning the dialog.)

DIALOG

(Recorded)

Every Unit will have a conversation in Spanish which must be memorized. To help you achieve this memorization, the conversation has been recorded in four different manners, each of which is a progression toward complete memorization:

Step 1. Comprehension.
Step 2. Pronunciation.
Step 3. Fluency.
Step 4. Participation.

Before working each Step, read the instructions for that particular Step.

Person A: Hi! How are you? (1)
Person B: Fine. And you? (2)

Person A: So-so. (3)
Where is S_____ (4)
Person B: In his office. (5)

Recordings.

Step 1: Comprehension.

Listen to the tape, and don't repeat. The purpose of Step 1 is to learn the meanings of each line. So, just listen, and then take these small Identification 'tests' as they are announced on the tape.

Identification test 1. (Lines 1 & 2)

You will hear lines 1 and 2 read to you in Spanish several times, in a mixed order. You are to 'keep score' and identify how many times you hear line 1 or line 2, by making a little mark in the appropriate 'box' in the chart that follows.

Identification test 2.

Same procedure as in No. 1, but using lines 1, 2, and 3.

Identification test 3.

Same procedure, using lines 1, 2, 3, and 4.

Identification test 4.

Same procedure, using lines 3, 4, and 5.

Identification test 5.

Same procedure, using lines 1 through 5.

CHART (Answers on last page of Unit 2.)

	Test 1	Test 2	Test 3	Test 4	Test 5
No. 1: Hi! How are you!					
No. 2: Fine! And you?					
No. 3: So-so.					
No. 4: Where is S_____					
No. 5: In his office.					

Step 2: Pronunciation.

Imitate everything you hear to the best of your ability. Replay Step 2 two or three times, or more to assure yourself of a good pronunciation.

Step 3: Fluency.

This time, each full line will be said twice. Repeat each time, paying close attention to the rhythm and the intonation.

Replay this part several times, four or five times or more, until you feel completely relaxed with the entire group of sentences.

Step 4: Participation.

Your instructor will engage you in the conversation which you have been memorizing. As a preparation for this exercise with your instructor, Step 4 has been prepared.

Part A: Your instructor's voice on the tape will take the role of 'Person A', and he will leave a blank space for you to insert the role of 'Person B'.

Practice Part A three or four times before going to Part B.

Part B: Your instructor's voice will now take the role of 'Person B', and you are to fill the blank spaces with 'Person A'. Since 'Person A' begins the conversation, the voice on the tape will announce when you are to begin.

As in Part A, repeat this part three or four times.

If you are not able to perform Step 4 smoothly and without any effort, you need to work Steps 2 and 3 a little more.

Answers to Identification Tests:

	No. 1	No. 2	No. 3	No. 4	No. 5
Test 1:	5	6			
Test 2:	3	4	5		
Test 3:	4	6	3	6	
Test 4:			5	5	6
Test 5:	4	4	3	3	5

END OF UNIT 2

UNIT 3

INTRODUCTION

(Recorded)

1. This is a Spanish word.

   ( ) ( )

2. This is the same word, but it is now pronounced wrong.

   ( ) ( )

3. Here is the contrast between the right (R) and wrong (W) pronunciation.

   (R) (W) (R) (W)

4. You will now hear the syllables several times. How many are right?

   ( ) ( ) ( ) ( )

(3)

5. How many are wrong?

   ( ) ( ) ( ) ( )

(2)

6. Here is another Spanish syllable.

   ( ) ( )

7. Here is the same syllable pronounced wrong.

   ( ) ( )

8. Here is the contrast between the right and wrong pronunciation.

   (R) (W) (R) (W)

9. How many of these are right?

   ( ) ( ) ( ) ( )

(All of them)

10. How many are wrong?

    ( ) ( ) ( ) ( )

(1)

11. Here is the same syllable with another sound added to the front of it.

( ) ( )

12. Here it is in its new form, with the first sound wrong.

( ) ( )

13. Here is the contrast.

(R) (W) (R) (W)

14. How many are correct?

( ) ( ) ( ) ( )

(3)

15. How many are wrong?

( ) ( ) ( ) ( )

(1)

16. This is what the first word of this series, plus this last word, sound like in Spanish.

( ) ( )

17. This is what they sound like if pronounced wrong.

( ) ( )

18. These two words will now be said four times. How many are correct?

( ) ( ) ( ) ( )

(3)

19. One of these is wrong. Which one is it?

(1) (2) (3)

(1)

20. Listen carefully. Is this pronunciation right in every respect?

( )

(no)

21. How about this one?

( )

(no)

22. Is this one correct?

( )

(yes)

23. The R/W difference you have been working with is based on the English speaker's unknowing habit of producing a puff of air with certain sounds. (This is right for English, but it is wrong for Spanish.) This is the English way of saying these words.

(a) (a)   (b) (b)

24. This is the Spanish way of saying these words. The difference is simply that there is no puff of air:

(a) (a)   (b) (b)   (c) (c)

25. Listen two times, then --with lips spread back-- imitate the last two times.

( )   ( )   ( )X   ( )X

26. Again, listen two times, then imitate the last two times with lips spread back.

( )   ( )   ( )X   ( )X

27. Now, let's combine the two.

( )   ( )   ( )X   ( )X

28. Which of the following sounds shorter, more 'clipped'?

(1) (2)

(2)

29. Which sounds closer to Spanish?

(1) (2)   (1) (2)

(2)

30. Listen to the right and wrong pronunciation of this word:

(R) (W)   (R) (W)

31. The previous word is the name of one of the men in the conversation. Which of the following pronunciations is the right one?

(1)   (2)

(2)

32. Are these about the same or different?

( )   ( )

(different)

33. Which one is right?

(1)   (2)

(1)

34. Sometimes, this same name is said wrong like this:

(W)   (W)

35. Which is the right one?

(1) (2)   (1) (2)

(1)

36. Are both of these wrong?

(1) (2)   (1) (2)

(yes)

37. Are both of these right?

(1) (2)   (1) (2)

(yes)

38. Which ones are right?

(1)   (2)   (3)   (4)

(1,3)

39. Listen to words (a) and (b).

(a) (a)   (b) (b)

40. Notice how the s-sound tends to 'buzz' a little when these two words are combined.

(a) (b)   (a+b)   (a+b)

41. This 'buzzing' is normal for many speakers; many others say it like this. (Both are 'right'.)

(a+b)   (a+b)

42. Listen to this word.

( )   ( )

43. We will put a syllable in front of this new word, and say the combination slowly. Listen carefully.

(a) (b)   (a+b)   (a+b)   (a+b)

44. Listen again.

(a) (b) (b)   (a+b)   (a+b)   (a+b)

45. The combination you are hearing is an entirely new experience for the average speaker of English. Therefore, you will probably feel a little strange when you try to say it. Chances are, however, that you will be doing it right. Listen and then repeat as best as you can where shown.

( )   ( )   ( )X   ( )X

46. We will now develop a new word. Listen carefully, and repeat where shown.

( )   ( )   ( )X   ( )X

47. We will now add another syllable.

( ) ( ) ( )X ( )X

48. Here is another part of the word.

( ) ( ) ( )X ( )X

49. Now try it this way.

( ) ( ) ( )X ( )X

50. And, finally, this is the word.

( ) ( ) ( )X ( )X

51. Do these sound the same?

( ) ( ) ( ) ( )

(no)

52. Which is the more Spanish one?

(1) (2)

(1)

53. Do these sound the same?

( ) ( ) ( ) ( )

(no)

54. Which is the right one?

(1) (2)

(2)

55. Here is this same word, said wrong but in another syllable.

(W) (W)

56. Which is the right one in this case?

(1) (2)

(2)

57. In conclusion, listen and repeat correctly.

( ) ( ) ( )X ( )X

58. (You are now ready to begin your study on the new dialog.)

DIALOG

(Recorded)

Review.

Repeat the phrases that you hear as often as you hear them and at the speed that you hear them.

New Material.

As before, the same four steps will be used to assist you in your memorization.

Person A: Hi, S_______! How are you doing? (6)

Person B: Pretty good. And you? (7)

Person A: Fine! When is the party? (8)

Person B: Tomorrow. (9)

Person A: Tomorrow?! (10)

Person B: Yes. At five. (11)

Step 1: Comprehension.

(Same procedure as before.)

Identification test 1: Lines 6 & 7.
" test 2: " 6, 7 & 8.
" test 3: " 6, 7, 8, 9, and 10.
" test 4: " 9, 10, and 11.
" test 5: " 6 through 11.

CHART

	Test 1	Test 2	Test 3	Test 4	Test 5
No. 6: Hi, S____! How're you doing?					
No. 7: Pretty good. And you?					
No. 8: Fine! When is the party?					
No. 9: Tomorrow.					
No.10: Tomorrow?!					
No.11: Yes. At five.					

Step 2: Pronunciation.

Imitate, as before, to the best of your ability. Replay Step 2 two or three times to assure yourself of a good pronunciation.

Step 3: Fluency.

Work as in Step 3 of the previous Unit. Replay this part several times, until you feel completely relaxed with the entire group of sentences.

Step 4: Participation.

Prepare as in Unit 2. Replay Part A several times before going to Part B. And then, replay Part B a few times.

Part A: Your instructor's voice will begin.

Part B: You are to begin.

Grammatical Observations
and
Practice

1. 'Counter-words' and 'counter-phrases'.

When a person is learning a foreign language, he will frequently run across words, utterances, and grammatical features which do not equate with his own language. In such instances, the learner feels that there is something unreal about what he is saying, and such a feeling --especially in adults-- sometimes brings on the additional feeling of 'insecurity'. And this insecurity develops the consequence of making something difficult to remember and to use. Now, when you get right down to it, this situation is silly, because it does not have to exist. Nevertheless, it does exist in some people, and if you are one of these, perhaps we can help you overcome this problem early so that 'you can get on' with the learning before you. Let's start by looking at the English word 'pretty'.

If we were to ask native speakers of English for the meaning of 'pretty', we would more likely find considerable uniformity in the definition. True, there may be some additional shades of meaning which some people will 'feel' for the word, but in general, there will be a 'hard core' of meaning --perhaps around the idea of beauty-- on which most everybody agrees. However, chances are that one of its meanings will be overlooked: the one it carries in a phrase like 'Pretty good, thank you.' In this phrase, the word 'pretty' certainly does not mean something of beauty; perhaps here it is closer to the meaning of 'quite' or 'somewhat'. Regardless of what it may mean in such phrases, the point is this: in one's own language, some words are used in rather stange meanings.

If this is true about one's own language, a foreign language strikes the student as being even more filled with this sort of thing. For instance, let's consider line No. 6 in our dialogs, especially the second part which you have learned as meaning 'How're you doing?' The Spanish phrase does not use the word 'how', it does not use the word 'are', nor 'you', nor 'doing'. That is, none of the English words are used in the Spanish sentence. Yet, when a Spanish person uses his words, he means roughly what you mean when you say 'How're you doing?' Notice that we said 'roughly': we have no direct equivalent in English. The translation 'How're you doing?' is, let's face it, an approximation.

And that is our point in these paragraphs: practically everything you learn about the meaning of a word or phrase in Spanish is an approximation, not a direct translation. The two languages do not always 'translate'; they merely equate with each other through approximation. These English approximations are called 'counter-words' and 'counter-phrases'; they are 'counterparts' of what Spanish people say.

Therefore, you can avoid the feeling of insecurity (if you have it) by simply disregarding words and being more conscious of phrases and sentences. Don't worry about individual words; learn the phrase or the conversation in which it is used.

In conclusion, consider the Spanish word which you have learned as 'Fine!' in lines 2 ('Fine. And you?') and 8 ('Fine. When is the party?'). The 'translation' as 'Fine!' is just a counterpart used in English; that is, 'Fine' is a counterword for the Spanish expression. Notice that this Spanish word is also used in line 7 in the counterphrase 'Pretty good.' This word does not mean 'Fine!' nor 'good'; it is simply what you say when somebody asks you 'How are you?' Therefore, it is more important for you --and you will have less chance of risking an error-- if, instead of thinking that the Spanish word '___' means 'fine' or 'good' you simply learn that when someone asks you how you are, you will reply with '___________.'

How do you learn to do this well? By absolute, masterful memorization of the dialogs.

2. 'being'.

You may have noticed that there is a certain word that occurs in the following two lines that is the counterword for 'is' or 'are'.

No. 1: Hi! How are you?

No. 4: Where is S______?

but which appears differently in line 8:

No. 8: When is the party?

If you did notice it and are bothered by the difference, simply remember that if you are talking or asking about somebody's health or where somebody is, you use the form the way it appears in lines 1 and 4. If you are asking or telling when something takes place, you use the form as it shows up in line 8.

For example, which form would you use in the following sentences?

1. Hello, John! How is Mary feeling today?
2. When is the meeting?
3. Where is Joe?
4. My youngest son is sick.
5. Joe is in his new office now.
6. The election for 'Miss Cotton' is Tuesday.

Variations

(Recorded)

Comprehension.

Listen to the following sentences and phrases. Each phrase or sentence has been assigned a number. If any of these is not quickly (and absolutely) clear to you, write its number down, and let your instructor know which ones these are.

Answers to Identification Tests:

	No.6	No.7	No.8	No.9	No.10	No.11
Test 1:	5	5				
" 2:	4	4	6			
" 3:	3	2	6	5	5	
" 4:				4	3	5
" 5:	4	3	4	3	4	4

END OF UNIT 3

UNIT 4

INTRODUCTION

(Recorded)

Review.

1. Speakers of English normally have an 'uh' sound in certain syllables, a sound that is produced automatically and, therefore, unknowingly. This is a correct thing for English, but it is something to get rid of when pronouncing Spanish. For example, here is the word 'tomorrow' pronounced right (R) and then (W). Notice the 'uh' sound at the end of the word in the (W) manner.

(R) (W) (R) (W)

2. This same word may be said wrong by an English speaker by producing this 'uh' sound in the first syllable. Listen.

(R) (W) (R) (W)

3. An English speaker with considerable resistance to Spanish, will put this 'uh' sound in both the first and last syllables. Listen.

(R) (W) (R) (W)

4. You must guard against this 'uh' sound. It does not exist in Spanish, and when an English speaker uses it, it sounds objectionable to Spanish ears. You can help avoid this sound by keeping your facial muscles tense, as if grinning. Repeat clearly and without any "uh's":

( )X ( )X ( )X

5. Which one of these has an 'uh' sound?

(1) (2) (1) (2)

(2)

6. Which sounds closer to Spanish?

(1) (2) (1) (2)

(1)

7. Is this Spanish word being said with an 'uh' sound in it? Listen carefully.

( ) ( ) ( )

(yes)

8. Do you hear an 'uh' sound in this version?

( ) ( ) ( )

(no)

9. Is there an 'uh' sound somewhere in this version of the same word?

( ) ( ) ( )

(yes)

10. Repeat the word correctly.

( )X ( )X ( )X

11. Here is a word from Unit 3. Is this being said (R) or (W)?

( ) ( )

(W)

12. Is it now right, or is it still wrong?

( ) ( )

(W)

13. Here it is in the phrase as it occurs in the Dialog. Which is the right one, No. 1 or No. 2?

(1) (2) (1) (2)

(1)

14. The word 'party' is well known to Americans. Is this pronunciation right or wrong?

( ) ( )

(W)

15. Is this the right version?

( ) ( )

(yes)

New material.

16. Here is a word from the new dialog.

( ) ( )

17. If not careful, once in a while you may unknowingly say it this way:

(W) (W)

18. Which one is right?

(1) (2) (1) (2)

(2)

19. Here is another word from the new dialog.

( ) ( )

20. Here, too, you may unknowingly say it this way at times.

(W) (W)

21. Which is the right one?

(1) (2) (1) (2)

(1)

22. And here is another new word.

( ) ( )

23. And here, too, you are apt at times to say it wrong:

(W) (W)

24. Which is the right one?

(1) (2) (1) (2)

(2)

25. In the new dialog, you will run across this name which is well known to Americans.

( ) ( )

26. One of the mispronunciations commonly made is putting the stress on the wrong syllable.

(R) (W) (R) (W)

27. Another error made with this word is, again, the use of this 'uh' sound in the last syllable.

(W) (W)

28. Which is the right one?

(1) (2) (3) (1) (2) (3)

(3)

29. In the new dialog, you will find a combination where a slight change may (does not have to) occur. Observe this combination:

(a) (b) (a+b) (a+b)

30. Listen to this combination.

(a) (b) (a+b) (a+b)

(a) (b) (a+b) (a+b)

31. Which is the right combination?

(1) (2) (1) (2)

(2)

32. Now, you try it. Repeat where shown, keeping your mouth drawn back in a tight grin.

( ) ( )X ( )X ( )X

33. Listen to this syllable:

( ) ( ) ( ) ( )

34. Listen to this one.

( ) ( ) ( )

35. Listen to these two syllables.

( ) ( ) ( )

36. Now listen to this phrase.

( ) ( ) ( )

37. And now listen to this combination.

(a) (b) (a+b) (a+b)

Again: (a) (b) (a+b) (a+b)

38. Imitate where shown, exactly as you hear it.

( ) ( ) ( )X ( )X

39. And finally here is the word used in frame 11 as a review of the 'uh' sound error. Which of the following four is right? (Three are wrong.)

(1) (2) (3) (4) (1) (2) (3) (4)

(3)

40. (You are now ready to begin work with the dialog.)

DIALOG

(Recorded)

Review.

Repeat the phrases that you hear as often as you hear them and at the speed that you hear them.

New Material.

As before, the same four steps will be used to assist you in your memorization.

(At the party:) (12)

Person A: Say, S______! (13)

Do you know that girl? (14)

Person B: Which one? (15)

Person A: The one dancing with____. (16)

Person B: Sure. I know her. (17)

She's G____'s daughter. (18)

Step 1: Comprehension.

(Same procedure as before.)

Identification test 1: Lines 12 & 13.
" test 2: " 12, 13, & 14.
" test 3: " 13, 14, & 15.
" test 4: " 14, 15, & 16.
" test 5: " 14, 15, 16, & 17.
" test 6: " 16, 17, & 18.
" test 7: " 12 through 18.

CHART

	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7
No. 12:(At the party.)							
No. 13: Say, S______!							
No. 14: Do you know that girl?							
No. 15: --- Which one?							
No. 16: The one dancing with ____.							
No. 17: --- Sure, I know her.							
No. 18: --- She's G____'s daughter.							

Step 2: pronunciation.

Imitate, as before, to the best of your ability. Replay Step 2 two or three times to assure yourself of a good pronunciation.

Step 3: Fluency.

Work as in the previos Unit. Replay this part several times, until you feel completely relaxed with all the sentences.

Step 4: Participation.

Prepare as in the previous Unit.

Part A: Your instructor's voice will begin.

Part B: You are to begin.

Grammatical Observations
and
Practice

1. The verb.

The Spanish verb presents a problem for the native speaker of English because of its many possible 'spellings'. Therefore, you will be spending nearly 50% of your study time throughout the entire course learning verbs and their formations.

The verb changes its form (i.e., changes its 'spelling') to reflect who is doing the action. For example, if you were to say 'I go', in Spanish, the word 'go' would be said in the form used when 'I' is the doer of the action. That is, there is a certain 'form' for 'go' which means 'I-go' and, therefore, the word for 'I' does not have to be used; the special shape of 'go' indicates that it means 'I-go'. Similarly, if you were to say 'We go', the shape would again be different, and this time the shape would indicate 'We-go'. And, as before, the word for 'we' does not have to be used since this special shape of 'go' would mean 'we-go'.

That is, in Spanish, you will find that 'I-go' is different in form from 'We-go', and that this difference makes it clear as to whether it is 'I' or 'We' who are going. Therefore, it is possible for Spanish people to speak without using 'I', 'We', and so forth. They do have words for 'I', 'We', and so on, but since the verb reflects these words, you will find that they usually get along without them.

(You have learned the word for 'you' in 'And you?' but notice that it is not used in 'How are you?' nor in 'How are you doing?'. As you will begin to learn a little later, there is really no need to include the word 'you' in many, many situations.)

2. 'In', 'at'

Notice how the first word of lines No. 5 ('In his office') and No. 12 ('At the party') is rendered by the English language. Since Spanish uses the same word in both phrases, as a student your assumption would be that Spanish does not differentiate between our meaning of 'at' and 'in'; your assumption would be correct.

This kind of thing happens frequently; and some students are bothered by such things. They think that this is a problem when, in reality, it is just the opposite: it is a simplification. For one thing, it is one less word that you have to learn. That is, don't try to make a conscious difference in Spanish between 'In his office' and 'at his office' (or, 'at the party' and 'in the party.') There isn't any difference in Spanish.

Variations

(Recorded)

Comprehension.

Listen to the following sentences and phrases. If any of these are not quickly (and absolutely) clear to you, write its number down, and let your instructor know which ones these are.

Answers to Identification Tests:

	No.12	No.13	No.14	No.15	No	No.17	No.18
Test 1:	8	8					
" 2:	3	3	6				
" 3:		2	4	5			
" 4:			3	5	5		
" 5:			4	3	4	8	
" 6:					4	4	8
" 7:	3	4	3	5	4	4	5

END OF UNIT 4

UNIT 5

INTRODUCTION
(Recorded)

Review.

1. Which of the following is right?

   (1) (2) (1) (2)

(1)

2. Which is the right one?

   (1) (2) (1) (2)

(2)

3. Which is the right one?

   (1) (2)

(1)

4. Practice saying this word where indicated.

   ( ) ( ) ( )X ( )X

5. Listen to this combination.

   (a) (b) (a+b) (a+b)

6. Practice saying this phrase where indicated.

   ( ) ( ) ( )X ( )X

7. Listen to this combination.

   (a) (b) (a+b) (a+b)

8. Practice saying this phrase where indicated.

   ( ) ( ) ( )X ( )X

'New material.'

9. Listen to this syllable.

   ( ) ( ) ( )

10. Now, listen to it again with another syllable in front.

   ( ) ( ) ( )

11. And now listen to these sounds.

   ( ) ( ) ( )

12. Repeat where shown, exactly as you hear it.

( ) ( ) ( )X ( )X

13. And here is the full word. Repeat where shown.

( ) ( ) ( )X ( )X

14. Different areas speak the same language with some regional differences. Here is the English word 'park' said, for example, in three different ways used in the United States.

( ) ( ) ( )

15. Of course, Spanish exibits differences also. The one difference that we are going to illustrate, however, does not have any social implications. That is, all three variants are equally acceptable; none is objectionable. Teacher A may say it one way, Teacher B the other way, and Teacher C the third way, depending on where they grew up.

A : ( ) ( ) ( )
B : ( ) ( ) ( )
C : ( ) ( ) ( )

16. This word occurs in the new dialog in the following sentence, and we will use this regional variant in pronunciation.

( ) ( ) ( )

17. Listen to these sounds.

( ) ( ) ( )

18. Listen to these.

( ) ( ) ( )

19. Listen to these.

( ) ( ) ( )

20. And listen to this word.

( ) ( ) ( )

21. Listen, and repeat where shown:

( ) ( ) ( )X ( )X

22. Listen again, and repeat where shown.

( ) ( ) ( )X ( )X

23. Which one of these pronunciations of the last word is said wrong with an 'uh' sound?

(1) (2)   (1) (2)

(1)

24. Which is the right one? (1)(2)   (1)(2)

(2)

25. Listen to another word. Which one has the 'uh' sound and, therefore, is wrong?

(1) (2)   (1) (2)

(1)

26. Listen and repeat where shown:

( )   ( )   ( )X   ( )X

27. Listen and repeat where shown:

( )   ( )   ( )X   ( )X

28. Listen to this new word, and repeat where shown.

( )   ( )   ( )X   ( )X

29. Listen to these sounds.

( )   ( )   ( )   ( )

30. Now listen again as we shift the stress to the last syllable.

(a) (b)   (a) (b)

31. Listen to this same word (b), and repeat where shown.

( )   ( )   ( )X   ( )X

32. Listen again, and repeat.

( )   ( )   ( )X   ( )X

33. Now listen to the full word. Don't repeat; just listen.

( )   ( )   ( )   ( )

34. Now listen and repeat where shown.

( )   ( )   ( )X   ( )X

35. Here is a new word. Listen only.

( )   ( )   ( )   ( )

36. Listen and repeat.

( )   ( )   ( )X   ( )X

37. Listen to the same word as we drop the final sound in (b). Listen; DON'T repeat.

(a) (a) (b) (b) (b)

38. Listen again. DON'T repeat.

(a) (a) (b) (b) (b)

39. Now, listen and repeat.

(a) (a)X (a)X (b) (b)X (b)X (b)X

40. Here is a new word. Listen; DON'T repeat.

( ) ( ) ( )

41. Here is the same word followed by another one. The two often sound the same to speakers of English. Listen carefully.

(a) (b) (a) (b) (a) (b)

42. Listen to these two words again.

(a) (b) (a) (b) (a) (b)

43. Now, listen and repeat where shown.

(b) (b) (b)X (b)X

44. Now, listen and repeat where shown.

(b) (b)X (a) (a)X (b)X (a)X (b)X (a)X

45. Word 'b' above does not exist in Spanish. Word 'a' does, however. Listen to it again, and repeat where shown.

( ) ( )X ( )X

46. This is the same word pronounced right and wrong.

(R) (W) (R) (W) (R) (W)

47. In the wrong one, you will hear a puff of air accompanying the first sound of the word. Listen again.

(R) (W) (R) (W)

48. In the right one, there is no puff of air. Listen once again.

(R) (W) (R) (W)

49. Which is the right one?

(1) (2) (1) (2)

(1)

50. Finally, repeat where shown.

( )   ( )X ( )X ( )X

51. Here is a review of the words from the new dialog with which we have been working. Repeat where shown.

(a)   (a)X (a)X
(b)   (b)X (b)X
(c)   (c)X (c)X
etc.

52. (You are now ready to work with the new dialog.)

DIALOG

(Recorded)

Review.

Repeat the phrases that you hear as often as you hear them and at the speed that you hear them.

New material.

As before, the same four steps will be used to assist you in your memorization.

(Person B had just finished saying at the end of the previous dialog portion, 'Sure. I know her. She's G____'s daughter.' The conversation continues.)

Person A: Really? What's her name? (19)

Person B: Her name's N___. (20)

Person A: But -- isn't she married? (21)

Person B: No. N___ is single. (22)
The married one is M____. (23)

Person A: Of course. M____ is the older one. (24)

Step 1. Comprehension.

Same as before.

Identification test 1: Lines 19 & 20.
" test 2: " 19, 20, & 21.
" test 3: " 19, 20, 21, & 22.
" test 4: " 21, 22, & 23.
" test 5: " 21, 22, 23, & 24.
" test 6: " 19 through 24.

CHART

	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6
No. 19: Really? What's her name?						
No. 20: ---Her name's N___.						
No. 21: But -- isn't she married?						
No. 22: ---No. N___ is single.						
No. 23: ---The married one is M____.						
No. 24: Of course. M____ is the older one.						

Step 2. Pronunciation.

Imitate as before. Replay Step 2 two or three times to assure yourself of a good pronunciation.

Step 3. Fluency.

Work as before. Replay this part several times, until you feel completely relaxed with all the sentences.

Step 4. Participation.

Prepare as before.

Grammatical Observations and Practice

1. The verb.

You will hear a short list of verbs illustrating how they differ in their forms.

Practice 1. (Recorded)

Part A: Listen to the difference between the we-form and the I-form. In each case, the first one you hear means 'We-(do something)', and the second one means 'I-(do something)'.

	We-(do something)	I-(do something)
1.	________________	________________
2.	________________	________________
3.	________________	________________
4.	________________	________________
5.	________________	________________
6.	________________	________________
7.	________________	________________
8.	________________	________________
9.	________________	________________
10.	________________	________________

Part B: You will again hear a short list of We-forms and I-forms, but this time they are not arranged neatly into pairs. Instead, they are given in a randomized order. You are to identify which one is being said by placing an X in the appropriate column.

	We-(do something)	I-(do something)
1. ( ) ( )	________________	________________
2. ( ) ( )	________________	________________
3. ( ) ( )	________________	________________

4. ( ) ( ) ____________ ____________
5. ( ) ( ) ____________ ____________
6. ( ) ( ) ____________ ____________
7. ( ) ( ) ____________ ____________
8. ( ) ( ) ____________ ____________
9. ( ) ( ) ____________ ____________
10. ( ) ( ) ____________ ____________

Practice 2. (Recorded)

Part A: Now learn to hear the difference between 'I-(do something)' and 'I-(did something)'.

	I-(do something)	I-(did something)
1.	____________	____________
2.	____________	____________
3.	____________	____________
4.	____________	____________
5.	____________	____________
6.	____________	____________
7.	____________	____________
8.	____________	____________
9.	____________	____________
10.	____________	____________

Part B: And now, identify which is being said, 'I-(do something)' or 'I-(did something)', by putting an X in the appropriate column.

	I -(do something)	I-(did something)
1. ( ) ( )	____________	____________
2. ( ) ( )	____________	____________
3. ( ) ( )	____________	____________
4. ( ) ( )	____________	____________
5. ( ) ( )	____________	____________

6. ( ) ( ) ______________ ______________

7. ( ) ( ) ______________ ______________

8. ( ) ( ) ______________ ______________

9. ( ) ( ) ______________ ______________

10. ( ) ( ) ______________ ______________

Practice 3. (Recorded)

Part A: In a few moments we will start asking you questions which you will answer in Spanish. But first, we need to make a few points clear.

First, listen to the difference between 'I-(do something)' and 'You-(did something)'.

Notice that the difference is the change of stress:

	I-(do something)	You-(did something)
1.	I ______________	You did ______________
2.	I ______________	You did ______________
3.	I ______________	You did ______________
4.	I ______________	You did ______________

Therefore, if you use the wrong stress rhythm, you not only make a mistake, but you change the meaning drastically.

For now, we want you to pay attention and learn only the rhythm that goes with 'You-(did something)' forms, being careful to imitate the right rhythm.

a. ______________

b. ______________

c. ______________

d. ______________

Part B: Now (still moving along to get you ready to answer questions), listen to the difference between the question 'Did you __________?' and the answer 'I-(did__________).'

	Did you _______?	I did__________.
1.	__________	__________
2.	__________	__________
3.	__________	__________
4.	__________	__________
5.	__________	__________
6.	__________	__________
7.	__________	__________
8.	__________	__________
9.	__________	__________
10.	__________	__________

Part C: Which one is being said?

		Did you_______?	I did _________.
1.	( ) ( )	__________	__________
2.	( ) ( )	__________	__________
3.	( ) ( )	__________	__________
4.	( ) ( )	__________	__________
5.	( ) ( )	__________	__________
6.	( ) ( )	__________	__________
7.	( ) ( )	__________	__________
8.	( ) ( )	__________	__________
9.	( ) ( )	__________	__________
10.	( ) ( )	__________	__________

Practice 4. (Recorded)

Part A: You will now be asked some questions, and you are to reply. Here are three examples. Listen to them.

a. Did you_______? ---(your reply)---I did________.

b. Did you________? ---(your reply)--- I did________.

c. Did you ________? ---(your reply)--- I did________.

Now, you furnish the reply. (The voice on the tape will give you the right reply, following the brief pause during which you are to produce the reply. Be sure to say your reply before the voice on the tape gives it to you.)

1. Did you________? ---(your answer)--- I did_______.

2. Did you ________? ---(your answer)--- I did_______.

3. And so forth.

Part B: Let's make your answer more natural by saying 'Yes. I did_________.' Here are two examples:

(a) Did you________? ------------------Yes, I did_______.

(b) Did you________? ------------------Yes, I did_______.

1. Did you_________? ---(Your answer)---Yes, I did_______.

2. Did you_________? ---(Your answer)---Yes, I did_______.

3. And so forth.

Variations

Comprehension. (Recorded)

Listen to the following sentences and phrases. Write the number down of those that you do not understand quickly and easily.

Application

Here are four short conversations. Be prepared to carry out these conversations in Spanish with your instructor.

A:
Say, S______! Where is Jones?
-- In his office.
In his office?
-- Yes, of course!

B:

Say, do you know that young girl?

-- Sure.

What's her name?

-- Her name is N___.

Really? But isn't she married?

-- No. N___ is single.

C:

Hi! How are you?

-- Fine. And you?

So-so. When is the party?

-- Tomorrow.

Tomorrow?

-- Of course. At 5:00.

D:

Sure. Which one?

-- The one dancing with____.

At the party?

-- Yes, at the party!

Her name's N___.

-- N___?! But, isn't she married?

No, N___ is single.

-- Of course. The married one is M____.

M____ is the older one.

Answer to Identification Tests:

	No.19	No.20	No.21	No.22	No.23	No.24
Test 1:	5	5				
Test 2:	5	5	6			
Test 3:	4	3	5	5		
Test 4:			4	4	6	
Test 5:			4	4	6	6
Test 6:	4	4	4	4	5	5

END OF UNIT 5

UNIT 6

INTRODUCTION
(Recorded)

Review.

1. Which of the following three is the right one?
(1) (2) (3)

(3)

2. Which is the right one?
(1) (2)

(1)

3. Which is the right one?
(1) (2)

(2)

4. Repeat these where shown.
(a) (a)X (a)X
(b) (b)X (b)X
(c) (c)X (c)X
(d) (d)X (d)X
(e) (e)X (e)X
(f) (f)X (f)X
(g) (g)X (g)X

New Material.

5. Listen, and repeat where shown.
( ) ( ) ( )X ( )X

6. Listen, and repeat where shown.
( ) ( ) ( )X ( )X

7. Listen, and repeat where shown.
( ) ( ) ( )X ( )X

8. Listen to these two words.

(a) (b)   (a) (b)

9. Repeat this second word exactly as you hear it.

(b)   (b)X   (b)X

10. Listen and repeat this word.

( )   ( )   ( )X   ( )X

11. Listen and repeat this one.

( )   ( )   ( )X   ( )X

12. Listen and repeat this one.

( )   ( )   ( )X   ( )X

13. Listen to this word.

( )   ( )

14. Now repeat what you hear, where shown.

1. ( )   ( )X   ( )X   ( )X
2. ( )   ( )X   ( )X   ( )X
3. ( )   ( )X   ( )X   ( )X
4. ( )   ( )X   ( )X   ( )X
5. ( )   ( )X   ( )X   ( )X
6. ( )   ( )X   ( )X   ( )X
7. ( )   ( )X   ( )X   ( )X

15. Listen to this word.

( )   ( )

16. Now, repeat what you hear, where shown.

1. ( )   ( )X   ( )X   ( )X
2. ( )   ( )X   ( )X   ( )X
3. ( )   ( )X   ( )X   ( )X
4. ( )   ( )X   ( )X   ( )X
5. ( )   ( )X   ( )X   ( )X
6. ( )   ( )X   ( )X   ( )X

17. Listen to this word.

( ) ( )

18. Now, repeat what you hear, where shown.

1. ( ) ( )X ( )X ( )X
2. ( ) ( )X ( )X ( )X
3. ( ) ( )X ( )X ( )X
4. ( ) ( )X ( )X ( )X
5. ( ) ( )X ( )X ( )X
6. ( ) ( )X ( )X ( )X

19. Listen to this syllable.

( ) ( ) ( ) ( )

20. Listen to the difference between the same syllable and another one.

(1) (2) (1) (2) (1) (2)

21. Now, listen and repeat where shown.

( ) ( )X ( )X ( )X

22. And now, listen and repeat this word.

( ) ( )X ( )X ( )X

23. Listen to this difference. Just listen.

(a) (b) (a) (b)

24. Listen again.

(a) (b) (a) (b)

25. These last two words are different. This same difference is observable in these two words.

(c) (d) (c) (d)

26. Now, pronounce the syllable that you hear just as you hear it.

( ) ( )X ( )X ( )X

27. Now, listen to this change.

( ) ( ) ( ) ( )

28. Now, repeat where shown.

( ) ( ) ( )X ( )X

29. Try it again where shown.

( )   ( )   ( )X   ( )X

30. Now try this similar one where shown.

( )   ( )   ( )X   ( )X

31. Now try it in this form.

( )   ( )   ( )X   ( )X

32. Now, smooth it out.

( )   ( )   ( )X   ( )X

33. Again, smooth it out.

( )   ( )   ( )X   ( )X

34. Try the other word, smoothed out.

( )   ( )   ( )X   ( )X

35. Listen to this TARGET WORD, and remember it in order to answer a question in the next frame.

( )   ( )   ( )

36. Which of the following two words contains the sound that is found in the middle of the target word?

(1) (2)   (1) (2)

(2)

37. Listen to the target word again.

( )   ( )   ( )

38. Which of the following contains the same middle sound of the target word?

(1) (2)   (1) (2)

(1)

39. Which one of this pair contains this sound of the target word?

(1) (2)   (1) (2)

(2)

40. Repeat the word you hear, where shown.

(a)   (a)X   (a)X
(b)   (b)X   (a)X
(c)   (c)X   (c)X
(d)   (d)X   (d)X
(e)   (e)X   (e)X

(f)	(f)X	(f)X
(g)	(g)X	(g)X
(h)	(h)X	(h)X
(i)	(i)X	(i)X
(j)	(j)X	(j)X
(k)	(k)X	(k)X
(l)	(l)X	(l)X

41. (You are now ready to start work on the new dialog.)

DIALOG

(Recorded)

Review.

Repeat the phrases that you hear as often as you hear them and at the speed that you hear them.

New Material.

As before, the same four steps will be used.

(Still at the party.)

Person B: Are you planning to stay here? (25)

Person A: Well, only until 8:00. (26)
Why? (27)

Person B: Because I didn't bring my car. (28)
And I want to leave early. (29)

Person A: If you want to, you can go with me. (30)

Person B: Thanks. I accept your invitation. (31)

Step 1. Comprehension.

Same as before.

Identification test 1: Lines 25 & 26.
" test 2: " 25, 26, & 27.
" test 3: " 27 & 28.
" test 4: " 25, 26, 27, & 28.
" test 5: " 28 & 29.
" test 6: " 28, 29, & 30.
" test 7: " 29, 30, & 31.
" test 8: " 25 through 31.

CHART

		Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8
No.25	Are you planning to stay here?								
No.26	--Well, only until 8:00.								
No.27	--Why?								
No.28	Because I didn't bring my car.								
No.29	And I want to leave early.								
No.30	--If you want to, you can go with me.								
No.31	Thanks. I accept your invitation.								

Step 2. Pronunciation.

Imitate as before. Replay Step 2 two or three times to assure yourself of a good pronunciation.

Step 3. Fluency.

Work as in the previous Unit. Replay this part several times.

Step 4. Participation.

Prepare as before.

Grammatical Observations
and
Practice

1. Review Practice. (Recorded)

You will be asked 'Did you (do something)---?' You are to reply, 'Yes, I did (whatever is being asked).' Here are three models as examples. Be sure to imitate the right stress rhythm and to insert your answer during the pause.

a. Did you_____? (Pause) Yes, I did____________.

b. Did you_____? (Pause) Yes, I did____________.

c. Did you_____? (Pause) Yes, I did____________.

Now, you reply. Be sure to give your answer before your instructor does on the tape.

(There are 10 questions, numbered 1-10.)

2. New Material.

Suppose that you wanted to deny that you did whatever is being asked. This is what you would say in English:

Question: 'Did you (eat, go, write, etc.)?'

Your denial: 'No, I didn't (eat, go, write, etc.)'

Practice 1. (Recorded)

Part A: Listen to a few of these questions and denials.

1. 'Did you (_______)?' --'No, I didn't (______).'

2. 'Did you (_______)?' --'No, I didn't (______).'

3. 'Did you (_______)?' --'No, I didn't (______).'

4. 'Did you (_______)?' --'No, I didn't (______).'

Part B: (Recorded)

This time, you will hear one instructor ask another instructor if he did something. The second instructor will sometimes deny that he did, and other times he will admit that he did.

You are to listen for this second instructor's reply, and mark whether he admitted or denied having done something.

	He denied it:	He admitted it:
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Practice 2. (Recorded)

Here is a short list of questions addressed to you. Reply by admitting that you did these things. Be sure to reply before the correct reply is given by your instructor's voice.

(There are 5 of these.)

Practice 3. (Recorded)

Here is the same, short list of questions. This time, deny that you did these things before your instructor's voice gives you the right answer.

(There are 5 of these.)

Practice 4.

Here is a list of questions that is longer. You are to reply according to the indications below:

1. Admit it.
2. Deny it.
3. Deny it.
4. Admit it.
5. Deny it.
6. Admit it.
7. Admit it.
8. Deny it.
9. Deny it.
10. Admit it.
11. Admit it.
12. Deny it.
13. Deny it.
14. Deny it.
15. Admit it.

Variations

Comprehension. (Recorded)

Listen to the following sentences and phrases. Write down the number of those that you do not understand quickly and easily.

Application

Part 1.

How would you say the following short phrases and sentences in Spanish?

1. Hi! How're you doing?
2. Tomorrow?!
3. Yes, tomorrow.
4. Yes, in his office.
5. No, at the party.
6. No, at his office.
7. How is Jones?
8. How is S_____?
9. Where is S_____?
10. Where is Jones?

11. How're you doing? Fine?
12. When is the party?
13. Where is S____? In his office?
14. The party is at 5:00.
15. Hi! How are you?
16. That young girl is G____'s daughter.
17. Say, G____! How are you?
18. She's S______'s daughter.
19. Sure. I know her.
20. Do you know that young girl?
21. Which one? The one dancing with J___?
22. Of course. M____ is the older one.
23. Of course. The married one is M____.
24. Of course. The single one is N___.
25. Yes. M____ is the older one.
26. M____ is married; she is the married one.
27. N___ is single; she's the single one.
28. Where is S______?
29. Where is the single one?
30. The single one is at the party.

Part 2.

Be prepared to be engaged in these conversations by your instructor.

A:
Hi, M____! How're you doing? Fine?
-- Pretty good. And you?
Fine, thanks. Where's Jones?
-- In his office.

B:
Say, S______! Do you know that young girl?
-- Sure. The one dancing with J___?
Yes, of course.
-- Yes, I know her. She's G____'s daughter.
Yes, but, what's her name?
-- Her name's N___.

C:

But isn't she married?

-- No, the married one is M____.

Really?

-- Of course. N___ is single. N___ is the single one. M____ is the married one.

D:

Do you plan to stay here?

-- Sure. But only until 8:00. Why?

Because I want to leave early.

-- Fine. If you want to, you can go with me.

Thanks. I accept your invitation.

-- When, at 5:00?

No! At 8:00!

Answer to Identification Tests:

	No.25	No.26	No.27	No.28	No.29	No.30	No.31
Test 1:	6	6					
Test 2:	4	4	7				
Test 3:			5	7			
Test 4:	4	5	5	5			
Test 5:				5	6		
Test 6:				5	4	7	
Test 7:					4	4	6
Test 8:	2	3	4	4	5	6	4

END OF UNIT 6

UNIT 7

INTRODUCTION

(Recorded)

Writing awareness. (Part 1.)

1. Listen to this syllable.

   ( ) ( ) ( )

2. Now, listen and look.

   (la) (la)

3. Does this syllable end with the same sound of the syllable la?

   ( ) ( )

(yes)

4. How would you write this syllable? Write it on the blank line.

   ( ) ( ) __________

(ma)

5. How would you write this one?

   ( ) ( ) __________

(fa)

6. How would you write this one?

   ( ) ( ) __________

(sa)

7. Listen to this syllable.

   ( ) ( ) ( )

8. Now, listen and look.

   (lo) (lo)

9. The same syllable will be said twice, once right and the other time wrong. Listen.

   (R) (W) (R) (W)

10. How would you write this syllable?

( ) ( ) ________

(mo)

11. How would you write this one?

( ) ( ) ________

(so)

12. Write the word you will hear next.

( ) ( ) ________

(fama)

13. Write this word.

( ) ( ) ________

(mala)

14. Write this one.

( ) ( ) ________

(masa)

15. Write this one.

( ) ( ) ________

(mosa)

16. Write this one.

( ) ( ) ________

(malo)

17. Write this one.

( ) ( ) ________

(solo)

18. Write this one.

( ) ( ) ________

(sola)

19. Listen to these syllables.

(1) (2) (3)

20. Listen and look.

(se) (se)

21. Listen and look.

(fe) (fe)

22. How would you write this syllable.

( ) ( ) ________

(me)

23. How would you write this one?

( ) ( ) ______

(se)

24. Write this word.

( ) ( ) ______

(mese)

25. Write this one.

( ) ( ) ______

(mele)

26. Look and listen: is this word being said right or wrong?

(mele) (mele)

(wrong)

27. Look and listen: is this word being said right or wrong?

(mese) (mese)

(right)

28. Which is the right one?

Mele: (1) (2)

(2)

29. How would you write this word?

( ) ( ) ______

(mesa)

30. How would you write this one?

( ) ( ) ______

(mase)

31. How would you write this one?

( ) ( ) ______

(mole)

32. Which of these syllables is being said?

se? sa? ( ) ( )

(se)

33. Read this syllable, then listen to see if you were right.

se: (Read it)... ( ) ( )

34. Read this one:

sa: ... ( ) ( )

35. Now, read this word, then listen.

mesa:... ( ) ( )

36. Now, read this one, then listen.

mese: ... ( ) ( )

37. Which is the right pronunciation for this word?

mese: (1) (2)

(2)

38. This one may be a little tricky. Listen carefully. Which is the right one?

mesa: (1) (2) (1) (2)

(1)

39. This syllable occurs as a word by itself, and it is also a widely used syllable inside many words. Listen:

( ) ( ) ( )

40. This is a word in which this syllable occurs.

( ) ( )

41. Here is another word in which this syllable occurs.

( ) ( )

42. There is only one way to write this syllable. That is, no matter under what circumstances this syllable occurs, it is always written as follows:

que

43. Write this word.

( ) ( ) ______

(quema)

44. Write this word.

( ) ( ) ______

(saque)

45. Write this word.

( ) ( ) ______

(queme)

46. Write this word.

( ) ( ) ______

(quemo)

47. Listen to the right and wrong pronunciation of this word that occurs in the new dialog:

(R) (W) (R) (W)

48. This is very similar to a word that occurred in an earlier Unit. Which is the right pronunciation?

(1) (2)   (1) (2)

(2)

49. Here are two words which occurred in an earlier Unit. They are said separately, and then in combination. Notice the reduction that occurs in the combination.

(dónde) (está) = (dónd(e)está)

Again: (dónde) (está) = (dónd(e)está)

50. Listen to the change that occurs in the d in this combination:

(sala) (de clase) = (sala đe clase)

Again: (sala) (de clase) = (sala đe clase)

51. The above change is a very common thing in Spanish. This change occurs, almost invariably, when 'd' comes after a vowel. You have already learned to pronounce it right in the following word.

( ) ( )

52. You have also learned to say it right in this other word.

( ) ( )

53. Here are two words in print. Look and listen.

usteđ: ( ) ( )

casađa: ( ) ( )

54. The authentic Spanish writing system writes these words like this.

usted

casada

But we will, for a while, write these words with this kind of a 'đ' to show you where it is to be pronounced this special way.

55. Listen to this word. Does the sound 'đ' occur in this word?

( ) ( )

(yes)

56. Listen to this one. Does the sound 'đ' occur in this word?

( ) ( )

(no)

57. Does the sound 'đ' occur in this word?

( ) ( )

(yes)

58. Does it occur in this one?

( ) ( )

(yes)

59. Here is a sentence from an earlier Unit. Does 'đ' occur in the sentence?

( ) ( ) ( )

(yes)

60. This change from 'd' to 'đ' occurs any time a 'd' falls after a vowel. Thus, sala + de clase = sala đe clase since when spoken, the three words are said together as if they were one word, as salađeclase, and in which case, the 'd' of de now follows the vowel '-a' of sala.

61. Would the 'd' in this word be said as a 'd' or a 'đ'?

deme

('d')

62. Is the 'd' in this phrase said as a 'd' or a 'đ'?

no me de

('đ')

63. Is the 'd' in this phrase said as a 'd' or a 'đ'?

pero deme

('đ')

64. Earlier, you learned that there is only one way to write the syllable that you are now going to hear. Listen to it, and then write it.

( ) ( ): __________

(que)

65. This other syllable is very similar. Listen.

( ) ( )

66. There is only one way to write this other syllable. Look and listen.

(qui) (qui)

67. Therefore, how do you write this word? Listen and write.

( ) ( ) _________

(aqui)

68. Pronounce this word, then listen to it.

quinta: (say it) ( ) ( )

69. Pronounce this word, then listen to it.

quiso: (say it) ( ) ( )

70. Does the syllable 'qui' occur in this long word?

( ) ( ) ( )

(yes)

71. Note:
The little mark that appears over some letters that you will see in the new dialog will be dealt with in some detail later on.

72. (You are now ready to start your work on the new dialog.)

DIALOG

(Recorded)

Review.

Same as before. Repeat aloud everything you hear.

New procedure on Dialogs.

Since in this Unit you start learning how to read Spanish, the procedure will be slightly modified. Complete memorization, of course, is still the goal.

From this Unit on, the Dialog will appear printed in Spanish as well as English. The Steps are as follows:

Step 1: Meaning. (Book closed)

(a) The sentences will be said for you several times with their English meaning.

(b) The above will be followed by a short test for you to determine if you have or have not learned the meaning well enough. The test is simple: You will hear one of the dialog lines in Spanish, followed by a very brief pause which in turn is followed by the English meaning. Do not go to Step 2 until you can say the English meaning without any hesitation during this very brief pause.

Step 2: (a) Pronunciation. (Book closed.)

(b) Reading. (Book open.)

It is a well-known fact that you cannot be as accurate as you could be in your pronunciation if you are looking at the printed page. Therefore, in order to give yourself every opportunity to develop and maintain a high level of pronunciation accuracy, work Step 2 as follows:

Run through Step 2 several times with book closed. Listen carefully and try to imitate to the best of your ability. Then, run through it a few more times with book open, repeating and at the same time observing how these sounds are written.

Step 3: Fluency. (Book closed.)

You will hear each sentence said twice, but this time they are said at a normal-to-rapid speed. Repeat each time. You should stay working with Step 3 until you feel perfectly relaxed with all the lines. Then go to Step 4.

Step 4. Participation.

This is the same as before. You may practice with this step either with book open or closed. If open, though, don't look at the Spanish; look only at the English.

Check: If you feel that you need to look at the Spanish, this is an indication that you have not worked Step 2 and 3 enough. Go back and work these steps again.

Spanish	English counterwords and counterphrases
Instructor	
estamos	(idea of 'being somewhere'; we-form)
estamos en	(idea of 'being somewhere'; we-form) in
sala	room
la sala	the room
Estamos en la sala...	We're in the room...
sala đe-clase	classroom
la sala đe-clase	the classroom
Estamos en la sala đe-clase.	We're in the classroom.
¿Dónde...	Where...?
¿Dónde estamos?	Where are we?
1st Student	
Estamos en la sala đe-clase.	We're in the classroom.
Instructor	
está	(idea of 'being somewhere'; you-form)
¿Dónde está?	Where are you?
2nd Student	
estoy	(idea of 'being somewhere'; I-form)
Estoy en la sala đe-clase.	I'm in the classroom.
Instructor	
y	and
usteđ	you
y usteđ	and you
Y usteđ, ¿dónde está?	And you, where are you?
3rd Student	
también	also
aquí	here
También estoy aquí; en la sala đe-clase.	I'm also here; in the classroom.

	Instructor
están	(idea of 'being somewhere'; form used for two or more people)
¿Dónde están Sánchez y Gómez?	Where are Sánchez and Gómez?
	4th Student
oficina	office
Están en la oficina.	They're in the office.
	Instructor
¿Dónde están usted y Jones?	Where are you and Jones?
	5th Student
Estamos aquí, en la clase.	We're here, in the class.

Grammatical Observations
and
Practice

1. The verb.

Every Spanish verb has six forms. One of these is hardly ever used any more, so it will be ignored until much later in this course. Another one, though used practically all the time, can be conveniently delayed for a while, so we will postpone learning it until a little later on. This leaves us with only four forms to start learning for the time being.

Some students have a little difficulty at first in determing which of these four forms is to be used in what sentence. Others don't. If you are one of the former, this may help clarify the situation:

(a) One of the forms is used whenever 'I' is the doer of the action. That's why we have called it the 'I-form'. In the case of the idea of 'being somewhere', and the idea of 'how someone feels', the form is estoy. Therefore, estoy would be used in all of the following sentences:

'I am here.'
'I am in my office.'
'I am not in my office.'
'I'm fine.'
'I'm sick.'
Etc.

(b) Another form is used whenever the doer of the action is 'I' (or, 'me') *and* somebody else, the sort of thing that we associate in English with the word 'we'. That's why we call it the 'We-form'. In the case of the idea of 'being somewhere', and the idea of 'how someone feels', the We-form is *estamos*. Therefore, *estamos* would be used in all of the following sentences:

'We are not here.'
'Bill and I ('We') are in his office.'
'You and I ('We') are at the party.'
'"Me and Joe" ('We') are in the classroom.'
'We're fine.'
'We're not feeling well.'
Etc.

(c) Under any and all other circumstances where the I-form or the We-form does not apply, you would make your choice on the basis of whether *one* person (or thing) is doing the action, or whether *more than one* person (or thing) is doing the action. Thus, one form would be used in any of the following sentences in the left column, but the right column would use the other form.

(One person or thing)	(More than one person or thing)
'Bill is here.'	'Bill and Joe are here.'
'Where is Bill?'	'Where are Bill and Joe?'
'She is in class.'	'They are in class.'
'The book is on the table.'	'The books are on the table.'
'It is in my office.'	'They are in my office.'
'You (one person) are here.'	'You ("you-all") are here.'
'He is at the party.'	'They are at the party.'
'The doctor is in the office.'	'The doctors are in the office.'

'Bill is fine.'..................'The boys are fine.'

In the case of 'being somewhere' and 'how a person feels', the form used for one person (or thing) is está, and for more than one person (or thing) the form is están. Thus, in the left column above we would use está in all the sentences, but están would be used in the sentences of the right column.

The form used for one person or thing could be called the 'he-she-it-you-form', and the other form could be called the 'they-"you-all"-form'; or, they could be called the 'X-form' and the 'Y-form'; we prefer to call them the 'He-form' and the 'They-form'. Thus, está is the 'He-form' (but it is also used with 'she', 'you', 'it', 'book', 'Bill', etc.), and están is the 'They-form' (but it is also used with '"you-all"', 'Bill and Joe', 'the books', etc.)

Practice 1.

Which of the four forms (I-form, We-form, He-form, They-form) would be used if you were saying these sentences in Spanish?

1. I brought it upstairs this morning.
2. We finished yesterday.
3. Joe and I did it.
4. I didn't do it.
5. He did it.
6. They ate it all up.
7. 'Me and Bill' will arrange it.
8. Did 'you all' fix it?
9. You finished already?
10. Mr. and Mrs. Jones will arrive at 5:00.
11. I thought so.
12. Let's you and me tend to it.
13. He refuses to do it.
14. Jim said no.
15. Where is Bill?
16. Are they coming today?
17. Are the officers already here?
18. The report was sent yesterday.
19. The collision occured yesterday.
20. The army is on the move.

2. The verb: The affix 'it'.

Here are four verbs which you will begin to learn in this Unit:

termin-	Idea of 'finishing'
prepar-	Idea of 'preparing'
recomend-	Idea of 'recommending'
confirm-	Idea of 'confirming'

Practice 2. Review. (Recorded)

Without worrying about meaning, answer the questions you will be asked, just as you have been doing, according to the instructions below.

1. Admit it.
2. Admit it.
3. Deny it.
4. Admit it.
5. Deny it.
6. Deny it.
7. Admit it.
8. Deny it.
9. Deny it.
10. Admit it.
11. Deny it.
12. Admit it.
13. Deny it.
14. Deny it.
15. Admit it.
16. Admit it.

The syllable lo in Spanish is frequently, but not always, used where English would say 'it'. For example, lo is used in sentences like 'I finished it', etc. But it is not used in sentences like 'It is necessary', 'It is here', etc. (We will explain this later.)

This lo is an affix; this means that it is attached to something, and that it cannot stand alone. It is attached to the front of the verb. Thus, ¿Lo-terminó? equals English 'Did you finish it?' The reply is

either: Sí, lo-terminé. 'Yes, I finished it.'
or: No, no lo-terminé. 'No, I didn't finish it.'

Practice 3. (Recorded)

The same questions of Practice 2 will be repeated. You are to simply identify what is the meaning of the questions. Say the meaning of each one before your instructor's voice gives it to you on the tape. (If you are using the tape, replay this Drill a few times, or until you can produce the right meaning every time.)

Practice 4. (Recorded)

The same questions will be asked again. This time answer them according to the instructions below. (If you are using the tape, replay this section a few times in order to feel relaxed with the rhythm that you are supposed to use in your reply.)

1. Admit it.
2. Admit it.
3. Deny it.
4. Admit it.
5. Deny it.
6. Deny it.
7. Admit it.
8. Deny it.
9. Deny it.
10. Admit it.
11. Deny it.
12. Admit it.
13. Deny it.
14. Deny it.
15. Admit it.
16. Admit it.

Variations

Comprehension. (Recorded)

Listen to the following sentences and phrases. Write down the numbers of those that you do not understand quickly and easily.

Application

Part 1.

How would you say the following short phrases and sentences in Spanish?

1. Hi, S______! How're you doing?
2. Which one? The one dancing with J___?
3. Really? Why?
4. The married one is M____.

5. M____ is the married one.
6. Of course. M____ is the older one.
7. The older one is M____.
8. No, N___ is the single one. She isn't married.
9. She isn't married?
10. No. She is single.
11. Do you plan to stay here?
12. Do you plan to stay at the party?
13. Do you plan to stay at the office?
14. Yes, and I want to leave early.
15. Because I didn't bring my car.
16. And I want to go early.
17. And I want to go in my car.
18. And I want to go at 5:00.
19. If you want to, you can go with me.
20. If you want to, you can leave with me.
21. If you want to, you can go in my car.
22. Can you go with me? (Same as, 'You can go with me?')
23. Can you go in my car?
24. Can you leave early?
25. Thanks. I accept your invitation.
26. Thanks. I accept, because I want to leave early.
27. Do you plan to stay here?
28. Do you plan to leave early?
29. I finished it.
30. I prepared it.
31. No, I didn't prepare it.
32. No, I didn't recommend it.
33. Yes, I recommended it.
34. Yes, I confirmed it.
35. No, I didn't confirm it.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Dónde estamos? ¿En la clase o en la oficina?
2. ¿Dónde está uste~~d~~?
3. ¿Dónde están (José, María y Nora)?
4. ¿Cómo están uste~~d~~ y Nora?
5. ¿Cómo está la clase?
6. ¿Cómo estamos, (José y yo)?
7. ¿Dónde estoy?
8. ¿Cómo estoy?
9. ¿Y Nora? ¿cómo está?
10. Y uste~~d~~ y ____________ ¿cómo están?

Part 3.

Be prepared to be engaged by your instructor in the following short conversations.

A:

-- Say, Bill. Where are we?

We're at the party.

-- Really?

Of course!

-- Bill, I want to leave.

Fine! If you want to, you can go with me.

B:

-- Say, Jim. Where are you?

I'm here, in my office.

-- Can you leave early?

If you want to. When?

-- At 5:00.

At 5:00? Why?

-- Because I want to leave early.

C:

-- Hi! How are you?

Pretty good. And you?

-- So-so. When is the party?

Tomorrow. At five.

-- Where?

In my office. Do you plan to go?

-- Yes, I want to go.

Fine!

-- If you want to, you can go with me.

END OF UNIT 7

UNIT 8

INTRODUCTION

(Recorded)

Writing awareness. (Part 2.)

1. Look and listen

me: ( ) ( )

2. You will now hear a similar syllable said ten times. Write it every time you hear it, right after you hear it. Caution: It is important that you write your syllable right after you hear it -- not before, and not during, but immediately after you hear each one.

( )__ ( )__ ( )__ ( )__ ( )__ ( )__
( )__ ( )__ ( )__ ( )__

(se)

3. Do the same with this syllable.

( )__ ( )__ ( )__ ( )__ ( )__ ( )__
( )__ ( )__ ( )__ ( )__

(le)

4. How would you pronounce this syllable?

sa: ... ( ) ( )

5. Now, as before, write the syllable you hear right after you hear it.

( )__ ( )__ ( )__ ( )__ ( )__ ( )__
( )__ ( )__ ( )__ ( )__

(sa)

6. Write this one.

( )__ ( )__ ( )__ ( )__ ( )__ ( )__
( )__ ( )__ ( )__ ( )__

(ma)

7. Now, write only once what you hear.

1. ( ) ( ):___
2. ( ) ( ):___
3. ( ) ( ):___
4. ( ) ( ):___
5. ( ) ( ):___
6. ( ) ( ):___
7. ( ) ( ):___
8. ( ) ( ):___
9. ( ) ( ):___
10. ( ) ( ):___

Check your answers below:

(1. ma)
(2. me)
(3. sa)
(4. se)
(5. le)
(6. la)
(7. mesa)
(8. mese)
(9. mase)
(10.mele)

8. Write this word.

( ) ( ) ______________

(que, or qué)

9. Write this word.

( ) ( ) ______________

(laque)

10. Write this word.

( ) ( ) ______________

(aquí)

11. Write this word.

( ) ( ) ______________

(oficina)

12. Write this word.

( ) ( ) ______________

(clase)

13. Here is a word that will occur in the dialog of this Unit. It is pronounced in three different ways:

1. Probably the most common pronunciation: ( ) ( )
2. Common in some places: ( ) ( )
3. 'Argentine' Spanish: ( ) ( )

14. This is what it looks like, followed by the three varying pronunciations.

silla: (1) (2) (3)

15. Here is another new word. Listen.

( ) ( ) ( )

16. Listen and repeat where shown.

( ) ( ) ( )X ( )X

17. This is what it looks like.

liƀro: ( ) ( )

18. Listen and repeat again where shown.

liƀro: ( ) ( )X ( )X ( )X

19. Write the word that you are going to hear. If you can't remember how to write it, look back to frame 14.

( ) ( ): ________

(silla)

20. Again, write this variation.

( ) ( ): ________

(silla)

21. And, write this one.

( ) ( ): ________

(silla)

22. Spanish writing employs two question-marks: an up-side-down one at the beginning of the question and a right-side-up one at the end. Observe:

¿Dónde estamos?

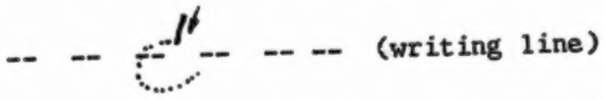
23. Where is the first question-mark placed, at the beginning of the sentence, or at the beginning of the question part of the sentence? Observe, then answer.

¿Dónde estamos?

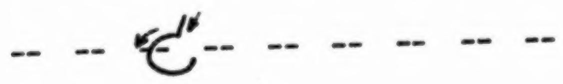
Y usteđ, ¿donde está?

(At the beginning of the question part.)

24. The up-side-down question mark is written by starting at the top:



Then make something that looks like the letter 'c':



And, finally, dot it:

-- -- -¿-- -- -- -- -- --

25. Insert the up-side-down question-mark where needed in the following:

_Dónde estamos?
Y usteđ, _dónde está?
_Dónde están Sánchez y Gómez?

Masculine/Feminine concept.

26. A 'noun' is the name of something, what you call something. For example, this sentence has a noun: 'The *house* is big.' In the sentence 'The boy is big' the noun is _____.

(boy)

27. A noun does not have to be something physical as 'house' or 'boy'; it may be a concept, as in 'The *analysis* is interesting', or 'A *trend* is being established', etc. As a matter of fact, any word that can be used with 'a' or 'the' is a noun: 'a/the period', 'a/the justification', 'a feeling', 'an opinion', etc.

28. In Spanish, there are two kinds of nouns which we may call 'kind X' and 'kind Y'. As a student of Spanish, you will not only have to learn what the meaning of a noun is, but you will also have to learn to what category it belongs.

29. It is essential to know whether a certain noun is an 'X kind' or 'Y kind' since other words in a sentence will change their shape according to the kind of noun they might be used with. One of these words is the counterword for English 'a' or 'an', as in 'a table', 'an ashtray', etc.

30. In the dialog for this Unit, you will learn three new nouns:

mesa	'table'
silla	'chair'
liƀro	'book'

31. 'a book' is *un liƀro*, but
'a table' is *una mesa*, and
'a chair' is *una silla*.

32. Grammarians call this difference a matter of 'gender'. And, traditionally, they have referred to one of the kinds of nouns as 'masculine nouns', and to the other as 'feminine nouns'. Masculinity and femininity have little to do with whether some-

thing is grammatically 'masculine' or 'feminine'. A bracelet, for example, though usually worn by women, is grammatically masculine; a shirt, though usually worn by men, is feminine; and there is certainly nothing feminine or masculine about tables, chairs, books, etc.

33. Mesa and silla are feminine nouns. Write the word for 'a' as it is used before these two nouns: ________

(una)

34. Write the word for 'a' that is used before feminine nouns: _____

(una)

35. liƀro is a masculine noun. Write the form of the word 'a' as it is used before liƀro: ________

(un)

36. Write the word for 'a' in the form that it is used before a masculine noun: ________

(un)

37. The counterword in Spanish for 'a' (or 'an') has two shapes. Write them in the blanks.

Masculine: ________

Feminine: ________

(un)

(una)

38. You are now ready to begin the new dialog

DIALOG

(Recorded)

Review. Repeat aloud everything you hear.

New Dialog.

The same four steps will be employed as in Unit 7. Keep these in mind as you prepare each step:

Step 1: Meaning. (Book closed.)

Step 2: (a) Pronunciation and (b) Reading.

For pronunciation: work with book closed, two or three times.

For Reading: work with book open, two or three or more times, repeating aloud and looking at the way the words are written.

Step 3: Fluency. (Book closed.)

Step 4: Participations.

Spanish	English counterwords and counterphrases
Instructor	
¿Qué....	What....?
es	is
¿Qué es....?	What is....?
¿Qu(é) es....?	What's....?
esto	this thing; this 'doo-hickey'
¿Qu(é) es esto?	What's this?
Student	
silla	chair
una	a
una silla	a chair
eso	that thing; that 'doo-hickey'
Eso es una silla.	That's a chair.
Instructor	
¿qué es?	what is (it)?
Y esto, ¿qué es?	And this, what is it?
Student	
mesa	table
una mesa	a table
Eso es una mesa.	That's a table.
Instructor	
o	or
...una mesa o una silla?	...a table or a chair?
¿Es esto una mesa o una silla?	Is this a table or a chair?
Student	
Eso es una mesa.	That's a table.
Instructor	
Y eso, ¿qué es?	And that, what is it?

Student

liƀro	book
un	a (used with 'book')
un liƀro	a book
Eso es un liƀro.	*That's a book.*

Grammatical Observations and Practice

1. '*Being*'

In Unit 3 we pointed out that if you are talking about *where* somebody is, or *how* somebody feels, the form of the verb for 'is' or 'are' is a little different from talking about *when* something (i.e. the party) is. In this Unit, you have observed that the form used for '*when* something is' is also used in telling *what* something or somebody is.

In Unit 7 you learned the four forms used with *where* and *how*, and thus far you have learned only one form to be used with *when* and *what*:

'*am, is, are*'

Where/How:	*When/What*
I-form: estoy	____________
We-form: estamos	____________
He-form: está	es
They-form: están	____________

In Unit 9, we will complete the picture for *when/what*.

2. *Practicing with They- and We-forms*.

Thus far, you have been asked to admit something, or to deny it, using only I-forms and He-forms. In this Unit, you will be asked similar questions including the They-form and the We-form.

Practice 1.

Without bothering to translate these sentences into Spanish, write in Spanish the proper form that would be used for the underlined word in each of the following:

1. ____________ We *are* not at the airport yet.

2. ______________ Where is the doctor?
3. ______________ This is a chair.
4. ______________ She is an American.
5. ______________ Are you in town now?
6. ______________ Are you a teacher?
7. ______________ The wedding is tomorrow.
8. ______________ Hi! How's your wife?
9. ______________ She's fine.
10. ______________ Are they here already?
11. ______________ They are well, thank you.
12. ______________ Bill and I are in Washington now.
13. ______________ What's that?
14. ______________ He is a bachelor.
15. ______________ The married one is Betty.
16. ______________ Where are Bill and Joe?
17. ______________ This is my oldest son.
18. ______________ This is a picture of the church.
19. ______________ We're fine, thanks.
20. ______________ Is she your girlfriend?

Practice 2. (Recorded)

Using the same four bases that you worked with in Unit 7, listen and repeat the They- and the We-forms that follow. Be sure you pronounce these right.

	They-form		We-form	
1. termin-	( )X	( )X	( )X	( )X
2. prepar-	( )X	( )X	( )X	( )X
3. recomend-	( )X	( )X	( )X	( )X
4. confirm-	( )X	( )X	( )X	( )X

Practice 3. (Recorded)

Imagine that these questions are addressed to you and your friend. And reply to these, admitting that both of you did these things.

Example:

'Did "you-all" (do something)?'	'Yes, we did (do something).'

(There are fifteen questions of this type.)

Practice 4. (Recorded)

These are essentially the same questions of *Practice 3*. This time, *deny* that both of you did it.

Example:

'Did "you-all" (do something)?'	'No, we didn't (do something).'

(There are fifteen questions of this type.)

Practice 5. (Recorded)

Using more or less the same questions, reply as indicated below. This time, include the word 'it' (*lo*).

1. Deny that you two did it.
2. Admit that you two did it.
3. Admit.........
4. Deny..........
5. Deny..........
6. Admit.........
7. Deny..........
8. Deny..........
9. Admit.........
10. Deny..........
11. Deny..........
12. Admit.........
13. Admit.........
14. Admit.........
15. Admit.........
16. Deny ....
17. Deny..........
18. Admit.........
19. Admit.........
20. Deny..........

Practice 6. 'Listen-speak.' (Recorded)

You will be given instructions in English to get something said in Spanish. Following each instruction, there is a pause for you to speak in Spanish. This pause is then followed by the correct version of what you should have said. Rework this exercise as often as you need to, in order to get your responses correct every time, before going on to the next exercise.

Practice 7. 'Listen-speak.' (Recorded)

This is the same as Exercise 6, but the items will be sequenced in a different order. Again, rework this exercise until you get your responses correct every time.

Variations

Comprehension. (Recorded)

Listen to the following sentences and phrases. Write down the number of those that you do not understand quickly and easily.

Application

Part 1.

How would you say the following in Spanish?

1. María and Nora are at the party.
2. Sánchez is not at the party; he's in the office.
3. María and Nora are at the party. They're with me.
4. No, we're not in the classroom; we're at the party.
5. Thanks. I accept your invitation.
6. Thanks. I accept your car.
7. Say, Sánchez! If you want to, you can go with me.
8. Sure. If you want to.
9. Do you plan to stay here?
10. Do you plan to go with me?
11. I'm here, at the party.
12. We're here, in the classroom.
13. No, that is not a book; that's a table.
14. This is a chair.
15. Is this a chair?
16. Well, only until tomorrow.
17. But I didn't bring my car.
18. I don't want to leave early.
19. We're also in the class.
20. Sure! The married one is María.
21. Of course! Why?
22. Is that a chair?
23. No, that is a book.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Qué es esto?
2. ¿Qué es eso?
3. ¿Es esto un libro?
4. ¿Es esto una sala de clase?
5. ¿Es esto una oficina?

6. Y eso, ¿es un libro?
7. ¿Es eso una fiesta?
8. ¿Es eso un libro, o una mesa?
9. Y eso, ¿qué es?
10. Y esto, ¿qué es?

Part 3.

Be prepared to be engaged by your instructor in the following short conversations.

A:

--Say, Jones! I want to leave.

Fine, if you want to.

--Do you plan to stay here?

Yes, but only until 8:00.

--Where is Sánchez?

He's here. If you want to, Sánchez can go with me, too.

--Thanks.

B:

--Say, Sánchez! Where are we?

We are in the classroom!

--Really?! Where are you?

I'm in the classroom, too!

--Where's Jones?

He is here also! Are you O.K.? (i.e. 'fine?')

-- No, I'm not O.K. I want to leave early.

Fine! You can go with me.

END OF UNIT 8

UNIT 9

INTRODUCTION
(Recorded)

Writing awareness. (Part 3.)

1. Read these words aloud, then listen to see if you were correct.

a. me .... ( ) ( )
b. mesa .... ( ) ( )
c. oficina .... ( ) ( )
d. que .... ( ) ( )
e. quema .... ( ) ( )
f. saque .... ( ) ( )
g. seđa .... ( ) ( )
h. pueđe .... ( ) ( )
i. Si quiere .... ( ) ( )
j. acepto .... ( ) ( )

2. Dictation. Write the words that you hear. Then, check your answers below.

a. ( ) ( ): ____________________
b. ( ) ( ): ____________________
c. ( ) ( ): ____________________
d. ( ) ( ): ____________________
e. ( ) ( ): ____________________
f. ( ) ( ): ____________________
g. ( ) ( ): ____________________
h. ( ) ( ): ____________________
i. ( ) ( ): ____________________
j. ( ) ( ): ____________________

Check your answers:

a. esto
b. oficina (only one 'f')
f. una silla
g. un liƀro

c. pueđe
d. casađa (or, kasađa)
e. estoy
h. saque
i. buscamos (or, buskamos)
j. acepto (only one 'c')

New material:

3. Listen to this new word.

( ) ( )

4. The same word will be pronounced right (R) then wrong (W):

(R) (W) (R) (W)

5. Which is the right pronunciation?

(1) (2) (1) (2)

(2)

6. Here is the same word; this time, it will be pronounced wrong in a different way.

(R) (W) (R) (W)

7. Is this the right pronunciation?

( ) ( )

(no)

8. Which is the right pronunciation?

(1) (2) (1) (2)

(2)

9. The word above will be combined in the new dialog with this other word:

( ) ( )

10. In the combination, two things happen. For one thing, the 's' at the end of the first word develops a little bit of 'buzzing'. Listen.

( ) ( ) ( )

11. And the 'd' sound in the second word changes to the sound of 'd' that you learned in pueđe. Listen again.

( ) ( ) ( )

12. The sound 'd' usually changes to 'đ' after any vowel, after an 's', and after an 'r'. Therefore, we can say that the following combination is correct:

'buenos' + 'dias' = 'buenosđias'

13. Is this combination correct?

'de' + 'donde' = 'deđónde'

(yes)

14. Would this one be correct?

'por' + 'donde' = 'pordónde'

(no)

15. Write in the blank the correct combination for the following:

'por' + 'donde' = '___________'

(porđónde)

16. Is this combination correct?

'los' + 'dos' = 'losdos'

(no)

17. If 'buenos' + 'dias' = 'buenosđías', finish this combination correctly.

'los' + 'dos' = '______________'

(losđos)

18. Finish this combination correctly.

'ver' + 'dónde' = '____________'

(verđónde)

Written accent.

Compared to English, the Spanish writing system is one of the most modern, up-to-date systems in the world. It is not without some flaws, but these are few, and they are easy to handle. The system as a whole works, and it works well: so well, in fact, that Spanish dictionaries do not find it necessary to include the pronunciation of words.

Since part of the pronunciation involves the feature of loudness, the writing system includes a marker for this loudness. Thus, once you learn how to pronounce the various combinations of letters and then how to interpret this loudness marker, you will be able to pronounce correctly any word in the dictionary.

19. The loudness marker is a little line placed over a vowel, like this: á. This line is called 'an accent mark', or simply 'an accent'.

20. This accent serves to indicate where the loudness is. Thus, aquí indicates that the loudness is on the last syllable. Therefore, in speaking Spanish you would pronounce this word with loudness on the last syllable. And in writing this word, you would indicate where this loudness is by accenting the appropriate vowel.

Write this word correctly:

'aqui': ________________

(aquí)

21. Similarly, write these words correctly.

'termine': ______________

'prepare': ______________

(terminé)
(preparé)

22. Listen to this word, and write it correctly.

( ) ( ): ______________

(terminó)

23. Listen to this word, and write it correctly.

( ) ( ): ______________

(preparó)

24. Listen to this word, and write it correctly.

( ) ( ): ______________

(recomendó)

25. Listen to this word, and write it correctly.

( ) ( ): ______________

(recomendé)

26. Listen to this word, and write it correctly.

( ) ( ): ______________

(está)

27. Listen and write correctly.

( ) ( ): ______________

(así)

28. The next word is the name of a person. It starts with a capital 'J'. Listen and write it correctly.

( ) ( ): ______________

(José)

29. Sometimes --in fact, most often-- you will notice that many words do not have an accent mark. With words that end in a vowel, the absence of an accent mark indicates that the loudness is supposed to be on the second-last syllable.

Would this word require a written accent mark? Answer 'yes' or 'no'.

( ) ( )

(no)

30. Listen and write correctly.

( ) ( ): ______________

(papa)

31. Listen and write correctly.

( ) ( ): ______________

(mesa)

32. Listen and write correctly.

( ) ( ): ______________

(esto)

33. Listen and write correctly.

( ) ( ): ______________

(silla)

34. This is a word that you already know.
Does it need an accent?

( ) ( )

(no)

35. You have not heard this word before. Does it need an accent?

( ) ( )

(yes)

36. You have not heard this word before. Does it need an accent?

( ) ( )

(yes)

37. Does this word need an accent?

( ) ( )

(no)

38. You have heard only one of these words before. Which one needs an accent?

Word 1: ( ) ( )
Word 2: ( ) ( )

(1)

39. Which one of these two words needs an accent?

Word 1: ( ) ( )
Word 2: ( ) ( )

(2)

40. Read this word, then check with the tape.

papá .... ( ) ( )

41. Read this one, then check.

papa .... ( ) ( )

42. Read this one, then check.

terminó .... ( ) ( )

43. Read this one, then check.

termino .... ( ) ( )

44. Here are some words you have never seen. Read them, and check after each word.

a. casa .... ( ) ( )
b. casó .... ( ) ( )
c. dame .... ( ) ( )
d. nađo .... ( ) ( )
e. colé .... ( ) ( )

45. You have now learned about 40% of the principles involving accent marks. We will conclude the presentation in Unit 10. You are now ready to start work with the new dialog.

DIALOG

Review. Repeat everything you hear as often as you hear it.

Spanish	English counterwords and counterphrases
(En la clase.)	(In class.)
Profesor	
Buenos đías.	Good morning!
Estuđiante	
señor	sir; mister
profesor	teacher
señor profesor	'mister professor'
Buenos đías, señor profesor.	Good morning, teacher!
Profesor	
¿Cómo ...	How ...?
se-llama	are called (He-form)
¿Cómo se-llama ...?	How are you called ...?
¿Cómo se-llama usteđ?	What's your name?

Estuđiante

me-llamo	are called (I-form)
Me-llamo Jones.	My name's Jones.

Profesor

gusto	pleasure
mucho	much
mucho gusto	much pleasure
Mucho gusto, señor Jones.	Glad to know you, Mr. Jones.
americano	American (talking to a man)
¿Es usteđ americano?	Are you American?

Estuđiante

soy	Idea of 'being something' (I-form)
Sí, señor. Soy americano.	Yes, sir. I'm American.

Profesor

su-	his, your
esposa	spouse (female)
su-esposa	your wife
¿Y su-esposa?	And your wife?

Estuđiante

mi-	my
mi-esposa	my wife
americana	American (talking about a woman)
también	also
Mi-esposa es americana también.	My wife is American, too.
los đos	the two
somos	idea of 'being something' (We-form)
los đos somos	the two are (We-form)
americanos	American (two or more people)
Los đos somos americanos.	Both of us are American.

Profesor

muy ƀien	very well
son	idea of 'being something' (They-form)
Muy ƀien. Ustedes son americanos.	Very well. 'You-all' are American.
yo	I
¿Y yo?	And I? (And me?)
soy	idea of 'being something' (I-form)
qué	what
¿Qué soy?	What am I?
¿Y yo? ¿Qué soy?	And I? What am I?

Estudiante

colombiano	Colombian (male)
creo	idea of 'believing' (I-form)
Usteđ es colombiano, creo.	You're Colombian, I believe.

Observations
and
Practice

1. 'Being.'

You have now learned the eight forms of 'being'. One set of forms is used in indicating WHAT somebody, or something, is ('American', 'teacher', 'son', 'a car', 'a book', etc.) and WHEN something is (The party is tomorrow, etc.)

The other set of forms is used in indicating WHERE somebody, or something, is ('in the office', 'on the table', etc.) and HOW somebody feels ('I'm fine', 'How are you?' etc.)

WHAT or WHEN		WHERE or HOW
soy	I-form	estoy
somos	We-form	estamos
es	He-form	está
son	They-form	están

Practice 1. 'Being'.

Without bothering to translate these sentences, write in Spanish the proper form that would be used for the underlined word in each of the following:

1. __________ We *are* not at the airport yet.
2. __________ My wife *is* American.
3. __________ *Are* they Colombians?
4. __________ *Is* the party tomorrow?
5. __________ How *are* you!
6. __________ We *are* Venezuelans.
7. __________ Bill and Bob *are* here now.
8. __________ I'*m* at the drugstore.
9. __________ This *is* my son.
10. __________ Yes, sir. I'*m* American.
11. __________ This *is* my new car.
12. __________ I'*m* fine, thank you.
13. __________ I'*m* sick.
14. __________ I'*m* tired.
15. __________ We'*re* teachers.
16. __________ *Are* they ill?
17. __________ I'*m* a student.
18. __________ They'*re* students, too.
19. __________ Where *is* Joe?
20. __________ They'*re* in his office.
21. __________ We'*re* sick.
22. __________ We'*re* Texans.
23. __________ The books *are* in your office.
24. __________ Bill and I *are* downtown.
25. __________ Those *are* tables.
26. __________ It'*s* a new shipment.
27. __________ I'*m* the new secretary.
28. __________ We'*re* new employees.
29. __________ We'*re* happy.
30. __________ These *are* books on economics.

2. *Nationality*.

Notice that words which denote nationality, like *americano* and *colombiano*, are not written with capitals.

3. *Plural forms*.

If a word refers to more than one thing, it is 'pluralized'. Thus, *americanos* refers to more than one person. Similarly, *usted* (you) refers to one person, but *ustedes* ('you-all') refers to more than one person.

Practice 2. Singular and Plural. (Recorded)

Listen to the list of words that your teacher will say, and respond by saying 'One' or 'More than one' depending on whether what you hear refers to *one* something or *more than one* something. Make your response before the correct answer is given by your teacher.

4. *Gender*.

Practice 3. Masculine and feminine identification. (Recorded)

Part 1:

a. Listen to this group of ten words. These are all *feminine* words.

b. Listen to this group of ten words. These are all *masculine* words.

Part 2:

a. Listen to these pairs of words. In every pair, the first word is feminine and the second is masculine.

b. The next list of words contains feminine and masculine words in a mixed order. You are to respond by saying 'something feminine' or 'something masculine' as the case may be. Be sure to make your response before your teacher's voice gives you the right answer.

5. *Indefinite article*.

'a' (or 'an') in Spanish is either *una* or *un*.

Practice 4. Identification of *una* and *un*. (Recorded)

Part 1: Listen to these words and observe the occurrence of *una* and *un*. *Observe also the rhythm*.

Part 2: You will hear a mixed list of words used with *una* or *un*. You are to respond to each word by saying 'a something feminine' or 'a something masculine'. Notice that your response now is not 'something...', but '*a* something...' Be sure to make your response *before* your teacher gives you the right response.

Part 3: You will hear a word said once, followed by a pause. Insert in this pause your response. Your response is to say 'una' or 'un' with the word you hear. For example, if you hear the word 'cosa', you should respond with 'una cosa'. Following your response, your teacher will give you the right response. Be sure to follow the rhythm correctly.

6. He- and They- forms. (Concluded)

Sí, lo-terminó can be the answer to any of the following questions:

a) Did José finish it?
b) Did Nora finish it?
c) Did he finish it?
d) Did she finish it?

Sí, lo-terminaron can be the answer to any of the following questions:

a) Did they finish it?
b) Did María and Nora finish it?
c) Did he and she finish it?
d) Did Sánchez and Gómez finish it?

Practice 5. Denying and accusing.

Part 1: Using the four model verbs, you will hear your teacher asking you if you did so-and-so. You are to reply in English by denying that you did it and immediately accuse Bill of having done it. Your teacher's voice will then give you the correct response. Make your response before your teacher gives it to you.

Replay Part 1 several times before going on to Part 2. It is important that you learn to respond correctly every time before starting Part 2.

As a refresher, the meaning of the four model verbs are:

termin-	Idea of finishing
prepar-	Idea of preparing
recomend-	Idea of recommending
confirm-	Idea of confirming

Part 2: The same questions of Part 1 will be asked. This time your response will be in Spanish: deny it, and immediately accuse José.

It is important that you imitate the proper rhythm and intonation. Therefore, play this part a few times just listening; then, play it a few more times inserting your response in the short pauses that follow each question.

Part 3: This time, the question will be addressed to you and your friend. Your reply will be in English: deny that you and your friend did it, and immediately accuse Jane and Jill of having done it.

Replay this part several times. It is important that you learn to respond correctly every time before going on to Part 4.

Part 4: Now, make your response in Spanish: deny that you and your friend did it, and immediately accuse Nora and María of having done it.

Caution: Be sure you learn to imitate the proper intonation.

Practice 6. Listen-Speak. (Recorded)

You will be given instructions in English to get something said in Spanish. After you make your response, your teacher's voice will give the correct response. Work each part several times in order to get your responses right every time.

Part 1: Asking.

Part 2: Asking or telling, mixed order.

Variations

Comprehension. (Recorded)

Listen to the following sentences. Write down the number of any sentence that is not immediately clear to you, and let your instructor know which ones these might be.

Variations on 'es/está'

Part 1. Begin each of the following by saying, 'Mi H̸ija ________'.

Example: 'Mi H̸ija __________' (soltera)
'Mi H̸ija es soltera'. (My daughter is single).

Notice that the verb in 6 through 10 would be different from the verb in 1 through 5.

1. soltera 2. casada 3. la que b̸aila con José 4. americana
5. colombiana.

6. en su oficina 7. aquí 8. en la sala de clase 9. en la fiesta 10. en mi carro.

Part 2. Using the same ten completions, but now in a mixed order, ask questions starting with '¿Esa chica ___________?'

Example:

'¿Esa chica ______________?' (soltera)

'¿Esa chica es soltera?' . ('Is that girl single?')

1. soltera? 2. en la fiesta? 3. la que baila? 4. americana 5. en mi carro? 6. en la sala de clase? 7. colombiana? 8. aquí? 9. casada? 10. en su oficina?

Application

Part 1.

How would you say these thoughts in Spanish?

1. I'm here. 2. I'm American. 3. He's here. He's American, too. 4. Nora is single; the married one is María. 5. The married one is in the classroom. 6. I'm in the classroom. 7. We're at the party. 8. That girl is my daughter. 9. Really? What's her name? 10. Her name is Betty. She's here at the party. 11. Her name is Alice. She is married. 12. Her name is Nora. She's the one dancing with José. 13. I'm fine, thank you. 14. We're fine, thank you. 15. Bill and Joe are fine, too. They're in the classroom. 16. Bill and Joe are Americans. They're here with me at the party. 17. We're here in my office. 18. Are you American? 19. No, I'm not American; I'm Colombian. 20. Really? And your wife? 21. She's Colombian, too. 22. We're both Colombians. 23. What's your name?* 24. What's her name? 25. What's his name?* 26. My name is Joe. 27. Her name is Nora. 28. His name is Bill.* 29. We're here, in his office. 30. They're here, in my office. 32. They're here with me, in my car. 33. She's here with me, in my office. 34. He's here with me, in my office. 35. I'm here in his office. 36. Bill is here at the party; he's American. 37. José is here at the party, too; he's Colombian. 38. What's this? 39. That's a chair. 40. And this, what is it? 41. That's a book. 42. And this? 43. That's a table. 44. Is this a chair or a table? 45. That's a

table. 44. Is this a chair or a table? 45. That's a table. 46. We're both Americans. (Or, 'both of us are Americans.') 47. Both of us are at the party. (Or, 'We are both at the party.') 48. We're both Colombians. 49. We're both in my office. 50. We're both fine, thank you. 51. Why? 52. Why are we here? 53. Why are we in his office? 54. Why are you here? 55. Because I want to leave early. 56. Because Nora is the one dancing with José. 57. Because Nora is at the party. 58. The party is tomorrow. 59. Bill and Joe are here; they're in my office. 60. Where is José?

*Note: se-llama='his or your name is' as well as 'her name is'.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Dónde está usted?
2. ¿Qué es usted? ¿Americano?
3. ¿Qué es Jones? ¿Profesor?
4. ¿La esposa de Jones es colombiana?
5. ¿Dónde están ustedes?
6. ¿Ustedes dos son colombianos?
7. ¿Cómo se-llama usted?
8. ¿Es usted americano?
9. ¿Cómo se-llama su-esposa?
10. ¿Su-esposa es colombiana?

Part 3.

Be prepared to be engaged by your instructor in the following conversations.

A:

Are you American?
--Yes, sir. And you, what are you?
I'm Colombian.
--Is your wife Colombian, too?
No, She's American. And your wife?
--She's American; we're both American.

B:

Where's José?

--José? He's in his office.

Where're Sánchez and Gómez?

--They're in his office, too.

Where are you?

--I am here, and you, too.

Really?

--Of course! We're both here in the classroom!

C:

Hi, Joe! Why are you here at the party?

--Because Nora is here, too.

Nora? I don't know her.

--Nora is my daughter. She's the one dancing with José.

Is she the married one?

--No, Nora is single. The married one is María.

D:

Good morning!

--Good morning! How are you?

Fine, thank you. How are you?

--Pretty good.

Where's Sánchez? He's not in the classroom.

--He's in his office. He is with Gómez.

Is he your teacher?

--Which one? Sánchez or Gómez?

Sánchez.

--Yes, he's my teacher.

END OF UNIT 9

UNIT 10

INTRODUCTION

(Recorded)

Part 1. Practice

1. Repeat these words accurately.

a. ( )X ( )X ( )X
b. ( )X ( )X ( )X
c. ( )X ( )X ( )X

2. Now, listen and write these words in the blanks. Check your spelling after each one.

a. ( ) ( ): ______________________

(carta)

b. ( ) ( ): ______________________

(parte)

c. ( ) ( ): ______________________

(corte)

3. Repeat these words accurately.

a. ( )X ( )X ( )X
b. ( )X ( )X ( )X
c. ( )X ( )X ( )X

4. Now, listen and write these words in the blanks. Check your spelling after each one.

a. ( ) ( ): __________________

(tarđe)

b. ( ) ( ): __________________

(borđe)

c. ( ) ( ): __________________

(corđero)

5. Repeat these words accurately.

a. ( )X ( )X ( )X

b. ( )X ( )X ( )X

c. ( )X ( )X ( )X

6. Now, listen and write these words in the blanks. Check your spelling after each one.

a. ( ) ( ): ____________________

(pađre)

b. ( ) ( ): ____________________

(mađre)

c. ( ) ( ): ____________________

(cuađro)

7. Try to make these contrasts accurately.

a. (a)X (a)X (b)X (b)X

b. (a)X (a)X (b)X (b)X

c. (a)X (a)X (b)X (b)X

8. Now, listen and write these words in the blanks. The second one of each pair contains -rr-.

a. ( ) ( ): ____________________

( ) ( ): ____________________

(pero)

(perro)

b. ( ) ( ): ____________________

( ) ( ): ____________________

(caro)

(carro)

c. ( ) ( ): ____________________

( ) ( ): ____________________

(para)

(parra)

9. Notice that the second word in each of the following pairs begins with the sound similar to --rr-. Listen and repeat.

a. (a)X (a)X (b)X (b)X

b. (a)X (a)X (b)X (b)X

10. When this -rr- sound is at the beginning of a word, it is written as a single -r-. Listen and write, and check each one.

a. ( ) ( ): ____________________

(ropa)

b. ( ) ( ): ____________________

(rata)

c. ( ) ( ): ____________________

(rico)

Part 2. New material.

11. Listen to the way this word is pronounced.

basto: ( ) ( )

12. Listen to this one.

vasto: ( ) ( )

13. Here are the last two words again. Do they sound different?

(basto) (vasto) (basto) (vasto)

(no)

14. A difference in the pronunciation between 'b' and 'v' began to disappear early in the history of the Iberian Peninsula, as evidenced in the early hispano-romanic inscriptions. Today, practically all speakers of Spanish pronounce them as one and the same sound. A few speakers may at times make a difference, but these are very much in the minority. In the opinion of the leading Spanish phonetician, T. Navarro Tomás (p. 92 Manual de pronunciación española, 6a. edición; Madrid 1953) to make a distinction between 'b' and 'v' is not in any fashion a requirement of Spanish pronunciation.

15. Read these words in accordance with the pronunciation adopted for this text, and check your pronunciation.

a. basto: .... ( ) ( )
b. vasto: .... ( ) ( )
c. vaca: .... ( ) ( )
d. verđe: .... ( ) ( )
e. busque: .... ( ) ( )
f. vende: .... ( ) ( )
g. vino: .... ( ) ( )

16. Listen to 'ƀ' in these words:

saƀe: ( ) ( )

saƀor: ( ) ( )

17. Now, listen to the 'v̸' in these words:

pav̸or: ( ) ( )

lav̸e: ( ) ( )

18. Here they are in pairs. Notice that there is no difference between the 'b̸' and the 'v̸'.

a. (sab̸e) (lav̸e)

b. (sab̸or) (pav̸or)

19. The sound represented by 'b̸' or 'v̸' is heard by 'English-speaking ears' as approximately the sound of English 'v'.

This explains why the capital of Cuba is spelled in English as 'Havana' even though it is spelled in Spanish 'Habana'.

20. The sound for 'b' or 'v' that we represent as 'b̸' or 'v̸' in our text occurs after any vowel:

lava = 'lav̸a'

cabo = 'cab̸o'

21. Write these words using the writing principles used in this text:

lava: ______________________

cabo: ______________________

Diva: ______________________

llave: _____________________

vino: ______________________

(lav̸a, cab̸o, Div̸a, llav̸e, vino)

22. Does this represent out text's writing system?

'la v̸aca'

(yes)

23. Does this represent our writing system?

'de vino'

(no)

24. Write this phrase using our system.

de vino: ____________________

(de v̸ino)

25. As in the case of 'd̸', 'b' and 'v' become 'b̸' and 'v̸' after an 's' or 'r'. Thus:

las + veces = las v̸eces

dar + voces = dar v̸oces

3

26. According to our system, is this right?

'las ƀocas'

(yes)

27. Is this one right according to our system?

'los veranos'

(no)

28. Write this according to our system.

los veranos: ____________________

(los ꝟeranos)

29. Listen how the 's' before ꝟ or ƀ tends to 'buzz' a little, just as it did before 'đ'.

las ƀocas: ( ) ( )

las ꝟeces: ( ) ( )

30. The 'd' is pronounced 'đ', as you know, after a vowel, after 's', and after 'r'. That is, the 'd' becomes 'đ' after the same kind of things that make 'b' or 'v' become 'ƀ' or 'ꝟ'

cada = 'cađa'
tarde = 'tarđe'
lava = 'laꝟa'
larva = 'larꝟa'
cabo = 'caƀo'
árbol = 'arƀol'
desde ='desđe'
desvelo ='desꝟelo'
asbesto ='asƀesto'

31. The 'b' or 'v' become 'ƀ' or 'ꝟ' after one more letter: 'l'. Thus,

Melba ='Melƀa'

32. Is this one right or wrong?

selva ='selꝟa'

(right)

33. Is this one right or wrong?

al ver ='al ver'

(wrong)

34. Write this one correctly.

al ver: ____________________

(al ꝟer)

35. Now let us shift our attention to another matter. Here is a word from the dialog of this Unit.

( ) ( ) ( )

36. This is what the word looks like: 'hoy'

37. Now look at the word while you are listening to it, then repeat where shown.

(hoy) (hoy) (hoy)X (hoy)X

38. Do you hear an 'h' sound?

(no)

39. The Spanish letter 'h' does not represent any sound. It is commonly referred to as 'silent'. For the time being, we will remind you that the 'h' is not pronounced by drawing a slant line through it, like this: 'h̸'.

40. Here is a familiar word from a previous dialog. Listen and repeat where shown.

( ) ( )X ( )X

41. This is how the word is written using our system: 'h̸ola.'

42. Write this word, using our system.

'hola': ________________

(h̸ola)

43. Here's another familiar word. Listen and repeat where shown.

( ) ( )X ( )X

44. In print this word looks like this: 'hasta'. However, we are going to write it like this: ____________________.

(h̸asta)

45. Read this word aloud, then check your rendition with the voice on the tape.

'h̸ilo': .... ( ) ( )

46. Now, once again, here is the new word from the present dialog. Read it aloud, then check with the tape.

'h̸oy': .... ( ) ( )

Part 3. The written accent mark. (Cont'd)

47. You know this word. Is it written correctly?

aquí

(yes)

48. Listen and then decide if this word has been written correctly.

( ) ( ) : papa

(wrong)

49. Listen, and then write this word.

( ) ( ) : ____________________

(papá)

50. Listen, and then decide if this word is written correctly.

( ) ( ) : mesa

(right)

51. Is this one written correctly?

( ) ( ) : lata

(right)

52. Is this one right?

( ) ( ) : tápa

(wrong)

53. Re-write this word correctly.

'tápa': ____________

(tapa)

54. Is this one right?

( ) ( ) : péso

(wrong)

55. Re-write this word correctly.

'péso': ____________

(peso)

56. Is this one right?

( ) ( ) : may̸esa

(right)

57. Listen, and write this word correctly.

( ) ( ) : ____________________

(masa)

58. Listen, and write this word correctly.

( ) ( ) : ____________________

(casé)

59. Is this statement apparently right or apparently wrong? 'Words ending in a vowel, and which are loudest on the last part, should have a written accent mark on that last vowel.'

(right)

60. Is this statement apparently right or apparently wrong? 'If you are reading a word that has been correctly written, and it ends in a vowel and there is no accent mark, you should pronounce the second-last syllable the loudest.'

(right)

61. Of course, all words don't end in a vowel. A great number end in a consonant. Listen to these; they are all written correctly, that is, these do not need an accent mark.

papel: ( ) ( )
costar: ( ) ( )
usteđ: ( ) ( )
señor: ( ) ( )
profesor:( ) ( )

62. Does this word need an accent mark?

( ) ( )

(no)

63. Does this one?

( ) ( )

(no)

64. Is this word written correctly?

( ) ( ) : sacár

(no)

65. Re-write it correctly.

'sacár' : ________________

(sacar)

66. Is this word written correctly?

( ) ( ) : neceđađ

(yes)

67. Listen to this word, and write it correctly.

( ) ( ) : ________________

(canal)

68. Listen to this one, and write it correctly.

( ) ( ) : ________________

(altar)

69. Listen to this one, and write it correctly.

( ) ( ) : ________________

(está)

70. Listen to this one, and write it correctly.

( ) ( ) : ________________

(tapa)

71. In this Unit, you will be asked to use some verbs which resemble their English counterparts. This resemblance will more than

likely make you mispronounce them. One of these verbs is the 'idea of defending'.

( ) ( ) ( )

72. Listen to the right and wrong pronunciation.

(R) (W) (R) (W)

73. This is what it looks like; repeat it.

defender: ( )X ( )X ( )X

74. Which is the right pronunciation, 1 or 2?

(1) (2) (1) (2)

(2)

75. Here is another verb. It is the 'idea of selling'. (Notice its resemblance to English 'vending' as in 'vending machines'.)

vender: ( )X ( )X ( )X

76. Listen to the wrong and right pronunciation:

(W) (R) (W) (R)

77. Which is the right one?

(1) (2) (1) (2)

(2)

78. The 'idea of offering' is ofrecer. Here it is pronounced by syllables. Imitate this slow pronunciation exactly as you hear it.

o-fre-cer: ( )X ( )X

79. Now imitate it at normal speed. Make an effort to keep the middle syllable right.

'ofrecer': ( )X ( )X ( )X

80. The 'idea of permitting' is permitir. Imitate it exactly as you hear it.

per-mi-tir: ( )X ( )X ( )X

81. Now, normal speed. Be careful with the middle syllable.

'permitir': ( )X ( )X ( )X

82. Here are the last two; one is the 'idea of deciding' and the other the 'idea of receiving'.

de-ci-đir: ( )X ( )X ( )X

re-ci-ƀir: ( )X ( )X ()X

83. Now, at normal speed. Watch that middle syllable.

'de*ci*đir': ( )X ( )X ( )X

're*ci*ƀir': ( )X ( )X ( )X

84. Finally, here are all of them.

'de*fen*der': ( )X ( )X ( )X

'*ven*der': ( )X ( )X ( )X

'o*fre*cer': ( )X ( )X ( )X

'per*mit*ir': ( )X ( )X ( )X

'deciđir': ( )X ( )X ( )X

'reciƀir': ( )X ( )X ( )X

85. (You have now learned about 60% of the principles of accenting words. The subject will be concluded in the next Unit.)

86. In the last Unit you were exposed briefly to the use of *yo* 'I' and *nosotros* 'we'. Which is the loudest syllable of *nosotros*?

nosotros
3 2 1

(2)

87. What is the meaning of *Estoy aquí*?

a. I'm here

b. *I'M* here (but Bill isn't.)

(I'm here.)

88. What is the meaning of *Yo estoy aquí*?

a. I'm here.

b. *I'M* here (but Bill isn't.)

(*I'M* here.)

89. What is the meaning of *Nosotros lo-terminamos*?

a. We finished it.

b. *WE* finished it (but they didn't.)

(*WE* finished it.)

90. What is the meaning of *Lo-terminamos*?

a. We finished it.

b. *WE* finished it.

(We finished it.)

91. Apparently, the use of yo or nosotros in a sentence conveys the notion of ________.

(emphasis.)

92. The absence of yo or nosotros is the normal type of statement having no ________.

(emphasis.)

93. Therefore, if you were to use yo and nosotros as often as you do when speaking English, you would give the impression to the Spanish speaker that you speak too often with undue ________.

(emphasis.)

94. The presence of uste~~d~~ or uste~~d~~es in a sentence is not entirely the same as with yo or nosotros. The absence of uste~~d~~ or uste~~d~~es, of course, is the normal type of statement having ___ emphasis.

(no)

95. The presence of uste~~d~~ or uste~~d~~es, however, may or may ___ convey emphasis.

(not)

96. The presence or absence of words like 'he' or 'she' (to be learned later) and of 'they' (also to be learned later) are like yo and nosotros. Spanish 'he' or 'she' does convey some ________.

(emphasis.)

97. (Summary:) Words like 'I', 'we', 'he', etc. are called 'subject pronouns'. These words exist in Spanish, of course, but when a Spanish person uses a ________ pronoun in a sentence, more than likely he is conveying ________.

(subject; emphasis.)

(You are now ready to begin your new dialog.)

DIALOG

Review

Spanish	English counterwords and counterphrases
Profesor	
lección	lesson
la lección	the lesson
estu~~d~~ió	idea of studying (He-form, past)
estu~~d~~ió la lección	studied the lesson
Señor Jones, ¿uste~~d~~ estu~~d~~ió la lección?	Mr. Jones, did you study the lesson?
Jones	
~~H~~oy	today

de-h̸oy	today's
¿La lección de-h̸oy?	Today's lesson?

Profesor

ayer	yesterday
d̸e-ayer	yesterday's
la d̸e-ayer	yesterday's one
no la d̸e ayer	not yesterday's one
¡Claro! ¡La d̸e-h̸oy, no la d̸e-ayer!	Of course! Today's, not yesterday's.

Jones

siento	idea of regretting (I-form; present)
lo-siento	I regret it
lo-siento mucho	I regret it much
estud̸ié	idea of studying (I-form; past)
la-	it (a feminine thing)
no la-estud̸ié	I didn't study it
Lo siento mucho, pero no la-estud̸ié.	I'm very sorry, but I didn't study it.

Profesor

la-	it (feminine)
la-preparó	prepared it (He-form)
¡¿No la-preparó?!	You didn't prepare it?!

Jones

la-preparé	prepared it (I-form)
No, no la-preparé.	No, I didn't.

Profesor

¿Por qué no?	Why not?

Jones

tuv̸e	idea of having (I-form; past)
tiempo	time
no tuv̸e tiempo	I didn't have time
Porque no tuv̸e tiempo.	Because I didn't have time.

llev̸ar	idea of taking (neutral form)
tuv̸e + que-	idea of having an obligation (I-form; past)
tuv̸e que-llev̸ar	I had to take
mi-h̸ijo	my son
a	to
el	the
h̸ospital	hospital
al h̸ospital	to the hospital
tuv̸e que-llev̸ar a-mi h̸ijo	I had to take my son

Tuv̸e que-llev̸ar a-mi h̸ijo al h̸ospital. I had to take my son to the hospital.

(To be continued)

Observations and Practice

1. The neutral form of the verb.

Sometimes, two verbs will occur as part of the same phrase. In many of these situations, the second verb appears in a special form ending in '-r'. You have used this in the following examples:

Quiero salir temprano.
1 2

¿Usted̸ piensa qued̸arse (qued̸ar+se) aquí?
1 2

Pued̸e ir conmigo.
1 2

Tuv̸e que-llev̸ar a mi-h̸ijo al h̸ospital.
1 2

(This '-r' form of the verb has been identified by different grammarians as the 'infinitive form', the 'dictionary form', the 'general form', the 'neutral form', and possibly several other terms. We prefer to call it the

neutral form, but the other terms are equally valid. We have found that there is less confusion among English-speaking students if it is called anything other than the 'infinitive'.)

All languages have their own set of syntactical (i.e., sequencing) 'laws'. For example, English syntax has a 'law' that says that the only form of a verb that can follow 'have' is an '-ed' form; therefore, we must say 'I have wanted' and not 'I have wanting', or 'I have walked' and not 'I have walking', etc. Similarly, we can't say 'having am' although we are permitted to say 'am having'. These are 'laws' of syntax, 'laws' which determine the order in which things can occur in a language.

One of the hundreds of syntactical 'laws' of Spanish has to do with what happens when two or more verbs are controlled by the same subject. In such cases, the first one changes its form to one of the four forms you have been learning, and with but a very few exceptions (to be learned much later), the second verb is in this neutral form.

Practice 1. (Recorded)

Listen to the comparison between the We-form Past and the neutral form. Observe the rhythm of the neutral form.

Practice 2. (Recorded)

You will now hear the We-form of some verbs. You are to respond by supplying the neutral form before your teacher's voice does on the tape.

2. Verb classes.

There are some verbs that show an '-a-' before the neutral form ending '-r' such as those you have just worked with. There are other verbs that have an '-e-' before the '-r'. And there are still others that have an '-i-' before the '-r'.

Practice 3. (Recorded)

Listen to the difference between the '-a-' verbs and the '-e-' and '-i-' verbs. Notice that the '-e-' and '-i-' verbs are the same in their We-forms.

You will hear the neutral form first, followed by the We-form.

Practice 4. (Recorded)

You will hear the neutral form of a verb, followed by a pause. Respond by giving the We-form. Be sure to make your response before your teacher's voice gives you the right answer.

3. Verb phrases: 'I want to...'

A. 'wanting to do something.'

a) 'I want...' is Quiero.

b) The idea of leaving (in the sense of departing), neutral form, is salir.

Therefore,

'I want to leave.' = Quiero salir.

The idea of defending, neutral form, is defender.

Therefore,

'I want to defend.' = Quiero defender.

And 'I don't want to defend.' = No quiero defender.

B. Position of lo = 'it'

You have been using lo in sentences like ¿Lo-terminó? - - Sí, lo-terminé. In verb phrases that contain a neutral form the lo can be attached to this neutral form.

Therefore,

'I want to finish it.' = Quiero terminarlo.

'I want to permit it.' = Quiero permitirlo.

C. List of '-e-' and '-i-' verbs to be used in this Unit.

defender:	Idea of defending
vender:	Idea of selling
ofrecer:	Idea of offering
permitir:	Idea of permitting
deciđir:	Idea of deciding
reciƀir:	Idea of receiving

Practice 5. (Recorded)

'Do you want...? is ¿Quiere...? Therefore, 'Do you want to leave?' would be ¿Quiere salir?

Your instructor's voice on the tape will ask you to get something said in Spanish using the above verbs. After making your response, the correct response will be given on the tape. Work this exercise several times until you feel 'comfortable' with all the items.

Practice 6. (Recorded)

You will be asked a series of questions. Give your reply before the correct response is given on the tape. Work this exercise often enough until you feel 'comfortable' with all items.

4. Spanish 'the'.

Spanish has a word 'the' that is used with masculine nouns and another word 'the' that is used with feminine nouns:

el carro:	'the car'
la fiesta:	'the party'

Practice 7. (Recorded)

You will hear some statements and some questions. All of them have a noun preceded by either la or el. As you listen to each one, quickly write down either la or el, whichever one you thought you heard in that sentence. Then, after listening to all of them, check your answers below.

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
14. ________
15. ________

Answers:

1. la
2. la
3. el
4. la
5. el
6. la
7. la
8. el
9. la
10. el
11. la
12. el
13. la
14. el
15. el

Practice 8. (Recorded)

You will hear a word, and you are to fit this word into the blank of this question: '¿Dónde está ______________?' The purpose of this exercise is to teach you to relate accurately the proper gender of these words. Therefore, repeat this exercise as often as you need to until you have genuinely associated the proper gender with each of these words.

(Incidentally, these are all of the nouns that you have had through Unit 10, with the exception of three that we have omitted since these do not fit into the sample question being used.)

Make your response before your teacher's voice does.

Practice 9. 'Look-say-listen' (Recorded)

Below is a list of all the nouns except one which you have learned through Unit 10. Each is to be said with una or un in front.

You will hear each one identified by a number; these numbers will be said out of sequence. Find that number, say the phrase, and then listen for the correct form spoken by your teacher.

1. an office
2. a party
3. a 'chica'
4. a book
5. a car
6. a daughter
7. a married one
8. a single one
9. an American (woman)
10. an American (man)
11. a Colombian (woman)
12. a Colombian (man)
13. a Mister
14. a time
15. a wife
16. an invitation
17. a lesson
18. a son
19. a room
20. a class
21. a hospital
22. a professor
23. a chair
24. a table

Variations

1. Comprehension.

Listen to the following sentences. Let your instructor know of any that were not immediately clear to you.

2. Corrections.

Each of the following items contains an error but not more than one. Re-write the entire item correctly in the blank spaces provided below. (Don't forget to use accents if needed.)

1. Aqui
2. Sí, señor. Quiero ir con Maria.
3. José es Colombiano.
4. Nora es soltero.

5. Sí, señor. Estoy en el clase.

____

6. Uste~~d~~ es americano?

____

7. No, no quiero reci~~b~~ir un invitación.

____

8. No, señor, no terminé-lo ayer.

____

9. ¡Oiga, Sánchez! ¿Quiere lo-terminar mañana?

____

10. Esa chica es el ~~H~~ija ~~d~~e Gómez.

____

Applications

Part 1.

How would you say the following thoughts in Spanish?

1. I'm María; I'm married. Nora is the single one. 2. I'm American; José is the Colombian. 3. María is Colombian also. 4. Jones is American; Nora is the Colombian. 5. I want to confirm it tomorrow, early. 6. What?! You didn't prepare today's lesson? 7. No, I didn't prepare it. 8. I'm very sorry. 9. I'm sorry. 10. I'm sorry, but Sánchez can't finish it tomorrow. 11. The lesson? Today's or yesterday's? 12. Tomorrow's. 13. I'm very sorry, but I had to take my son to the hospital. 14. And this? What is it? 15. It's today's lesson. 16. Is this an invitation? 17. Yes, I want to receive the invitation today, early. 18. Both of us are Americans. 19. Both of us finished it yesterday. 20. José and I prepared it yesterday. 21. José and Nora recommended it also yesterday. 22. I didn't confirm it; José did. 23. I didn't prepare it; Nora did. 24. María didn't recommend it; Nora did. 25. Is María

single? 26. Is María the single one? 27. No, the single one is Nora; María is the married one. 28. Is Sánchez the Colombian? 29. No the Colombian is José. 30. Is José the teacher? 31. No, sir. The teacher is Gómez. 32. Where's the teacher? 33. He's in his office. 34. Is Gómez your teacher? 35. Yes, he is my teacher. 36. No, he is not my teacher. 37. Did José confirm it? 38. No, José didn't confirm it; I did. 39. You didn't confirm it? Very well. Who did?* 40. María didn't recommend it? Very well. Who did?* 41. Who wants to finish it? You?* 42. Yes, I want to finish it. 43. Which lesson? Today's? 44. José?! When did he prepare it? 45. Nora?! When did she finish it? 46. Which girl? The one dancing with José? 47. Which girl? The one wanting to sell the car? 48. Which girl? The one wanting to decide that? 49. Which Colombian (girl)? The one dancing with you? 50. Which Colombian (girl)? The one wanting to sell a car? 51. I want to receive that tomorrow, at 5:00. 52. I'm sorry, but I don't want to sell my car. 53. I'm sorry, but I don't want to defend it until 8:00. 54. I'm very sorry, but I don't want to decide that until tomorrow. 55. If you want to, you can go with me. 56. If you want to, you can defend it with me. 57. If you don't want to go today, you can go tomorrow. 58. If you don't want to go today, you can leave tomorrow. 59. If you don't want to today, you can decide that tomorrow, early. 60. If you didn't recommend it yesterday, why do you want to recommend it today?

*Note: 'who' is quién.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Dónde están el profesor y el estu~~d~~iante?
2. ¿El señor Jones estu~~d~~ió la lección de-~~h~~oy?
3. ¿Cuál lección estu~~d~~ió uste~~d~~?
4. ¿Por qué no estu~~d~~ió la lección de-~~h~~oy?
5. ¿Cómo está su-esposa ~~h~~oy?
6. ¿Uste~~d~~ estu~~d~~ió la lección cinco?
7. ¿Uste~~d~~ preparó la lección de-~~h~~oy?

8. ¿Cuál lección preparó ayer?
9. ¿Quién estudió la lección de-hoy?
10. ¿Quién está en el hospital?

Part 3.

Be prepared to be engaged by your instructor in the following conversations:

A:

Good morning, Bill. How are you?
--Fine, José, and you?
Pretty good, thanks. Do you want to finish today?
--Finish what?
The lesson.
--Which one?
Today's lesson.
--Today's?! I didn't finish yesterday's!
Well, if you want to, you can finish yesterday's with me.
--Very well! Thanks!

B:

Say, José. Are you and your wife Colombians?
--No. I'm Colombian, but my wife is American.
Really? What's her name?
--Her name's Betty. You don't know her?
No. I'm very sorry, but I don't know her.
--Well, I'm very sorry, too.

C:

Hi, Jones! How're you doing?
--Fine! And you?
So-so. Say, do you plan to sell your car?
--Yes. Why?
Because I want to recommend it.
--Fine! Do you know the car?
Sure! I know it. When do you plan to sell it?
--Tomorrow.

END OF UNIT 10

UNIT 11

INTRODUCTION

(Recorded)

1. Which is the loudest syllable in this two-syllable word, No. 1 (last) or No. 2 (second-last)?

( ) ( ) : ___ ___
2 1

(No.1, or last)

2. Which is the loudest one in this word, No. 1 (last) or No. 2 (second-last)?

( ) ( ) : ___ ___
2 1

(No. 1, or last)

3. Does this word need an accent mark?

( ) ( )

(yes)

4. Does this one need an accent mark?

( ) ( )

(yes)

5. Which was the loudest syllable of the previous word, No. 1 (last), No. 2 (second-last), or No. 3 (third-last)? Here is the word again

( ) ( ) : ___ ___ ___
3 2 1

(No. 1, or last)

6. Does this word need an accent mark?

( ) ( )

(No)

7. Does this word need an accent mark?

( ) ( )

(No)

8. Which was the loudest syllable of that last word? Here it is again.

( ) ( ) : ___ ___ ___
3 2 1

(No. 1, or last one)

9. Complete this statement: 'Words that are loudest on the last syllable are accented only if they end in a ____________.'

(vowel)

10. Would this word need an accent mark?

papel: ( ) ( )

(no)

11. Would this word need an accent mark?

viv́i: ( ) ( )

(yes)

12. Now, let's concern ourselves with other 'kinds' of words. Here is a three-syllable word. Which is the loudest one?

( ) ( ) : ___ ___ ___
3 2 1

(No. 2)

13. Here is a two-syllable word. Which is the loudest syllable?

( ) ( ) : ___ ___
2 1

(2)

14. Does this word need an accent mark?

( ) ( ) : ___ ___ ___
3 2 1

(no)

15. If the following word were written as shown, which would be the loudest syllable?

casando
3 2 1

(2)

16. Therefore, would you say that the accent mark on the following word is necessary?

Isabéla: ( ) ( )
4 3 2 1

(no)

17. Would an accent mark be necessary for this word?

alla: ( ) ( )

(yes)

18. Would an accent mark be necessary in this word?

papel: ( ) ( )

(no)

19. Is this word written correctly, as far as an accent mark is concerned?

marfil: ( ) ( )

(yes)

20. Is this one written correctly?

esmeril: ( ) ( )

(yes)

21. Is this one?

carcel: ( ) ( )

(no)

22. Is this one?

nacar: ( ) ( )

(no)

23. Is this one?

fácil: ( ) ( )

(yes)

24. Complete this statement: 'Words that are loudest on the second-last syllable (No. 2 syllable) are accented *only* if they end in a ____________________'

(consonant)

25. Which ones of the following words need an accent mark? Write an accent mark on those that need it.

1. *esta*: ( ) ( )
2. *esta*: ( ) ( )
3. *arb̸ol*: ( ) ( )
4. *canal*: ( ) ( )

(1. está; 3. árb̸ol)

26. Do names like the following need accent marks?

Sanchez, *Gomez*, etc.

(yes)

27. Re-write these names correctly:

Sanchez: ______________

Gomez: ______________

(Sánchez; Gómez)

28. Now, look at and listen to these words. They are all written correctly.

dígame: ( ) ( )
3 2 1

sáqueles:( ) ( )
3 2 1

póngalos:( ) ( )
3 2 1

véndaselo: ( ) ( )
4 3 2 1

mándemelos: ( ) ( )
4 3 2 1

súbasela: ( ) ( )
4 3 2 1

29. On the basis of the above list of words, complete this statement: 'Words that are loudest on syllables other than No. 1 and No. 2 are always ____________________'.

(accented)

30. Test.

Listen to these words. Write an accent mark on those that need it. Take the entire test before checking with right answers below, and let your instructor know which ones you missed.

1. papel: ( ) ( )
2 1

2. carcel: ( ) ( )
2 1

3. saque: ( ) ( )
2 1

4. pague: ( ) ( )
2 1

5. busquemelos: ( ) ( )
4 3 2 1

6. examenes:( ) ( )
4 3 2 1

7. carceles:( ) ( )
3 2 1

8. pague: ( ) ( )

9. marfil: ( ) ( )

10. dificil: ( ) ( )

11. mascara: ( ) ( )

12. mascara: ( ) ( )

13. marmol: ( ) ( )

(with accent:
2. cárcel 5. búsquemelos 6. exámenes 7. cárceles 8. pagué
10. difícil 11. máscara 13. mármol)

(The subject on accents will be concluded in the next Unit)

Combatting English interference.

31. Listen to this word.

( ) ( ) ( ) ( )

32. If you are not careful, you may pronounce it wrong, like this:

(W) (W)

33. Listen to the difference between right and wrong.

(R) (W) (R) (W)

34. Listen to the same difference with this other word.

(R) (W) (R) (W)

35. Which is the right one?

(1) (2) (1) (2)

(2)

36. Now, repeat where shown.

( ) ( )X ( )X ( )X

37. Another area of very strong interference from English is represented by the following word. A careless student will pronounce it as you will hear it here.

(W) (W)

38. When pronounced wrong in that manner, the Spanish person to whom such a student might be speaking will hear this word as being:

cara: ( ) ( )

39. The word cara means 'face'. But the word such a student thought he was saying means 'each'. This is the way 'each' is written.

cada

40. In order for a Spanish person to hear 'each' instead of 'face', the English speaker must pronounce it like this.

( ) ( )

41. That is why we have chosen to remind you of this by marking this d as đ:

cađa

42. Practice reading the following words, most of which contain 'đ' but which we are writing as they normally appear in print. Look at it, say it, and then listen for the correct pronunciation.

1. cada: .... ( )

2. nada: .... ( ) ( )
3. dado: .... ( ) ( )
4. caro: .... ( ) ( )
5. pudo: .... ( ) ( )
6. puedo: .... ( ) ( )
7. lodo: .... ( ) ( )
8. loro: .... ( ) ( )
9. estado: .... ( ) ( )
10. unido: .... ( ) ( )

43. (You are now ready to begin your study of the new dialog.)

DIALOG

Review.

Spanish	English counterwords and counterphrases

(The previous conversation continues here. In the last Unit, Jones had just said, Tu~~v~~e que-lle~~v~~ar a mi ~~H~~ijo al ~~H~~ospital.)

Profesor

pasar	idea of happening (Neutral form)
pasó	idea of happening (He-form; past)
¿Ah, sí? ¿Qué pasó?	Really? What happened?

Jones

se-cayó	idea of falling (He-form; past)
sofá	couch
el sofá	the couch
de	from
del (de+el)	from the
del sofá	from the couch
Se-cayó ~~d~~el sofá.	He fell off the couch.

se-lastimó	idea of injuring (He-form; past)
la caƀeza	the head
Y se-lastimó la caƀeza.	And he hurt his head.

Profesor

diga	idea of telling (a special form)
me-	me
no me-điga	don't tell me
¡No me-điga!	You don't say!
¡Qué lástima!	What a shame!
el niño	the boy-child
¿Cómo está el niño ħoy?	How is the boy today?

Jones

se-siente	idea of feeling (He-form; present)
mejor	better
Se-siente mejor, gracias.	He feels better, thanks.

Profesor

Me-alegro.	I'm glad.

Observations and Practice

1. Gender concordance.

    (a) Observe the word alt- 'tall' occurring in the following:

María es alta.	'Mary is tall.'
José es alto.	'José is tall.'
El profesor es alto.	'The teacher is tall.'
La americana no es alta.	'The American (woman) is not tall.'

(b) Spanish has a large number of words which will end in -o or -a, depending on whether they refer to something masculine or feminine.

2. Position of modifiers.

(a) Words which add some sort of descriptive information about a noun are called noun modifiers. Alt- is a noun modifier.

(b) Modifiers are placed usually after the noun. That is, Spanish prefers to identify what you are talking about, and then describe it. (English describes it first then identifies what you are talking about.) Observe:

Object:	English	Spanish
house:	a big house	'a house big'
eggs:	fried eggs	'eggs fried'
tea:	iced tea	'tea iced'

Therefore, if you were to say 'a tall American (man)', you would have to say:

un americano alto

3. Unchanging modifiers.

Some modifiers add an -e whether they refer to masculine or to a noun. An example of this is grand- 'big'.

una sala grande	'a big room'
un carro grande	'a big car'

Practice 1: Gender identification (Recorded)

You will hear 20 short phrases, all structured like this:

'un (or, una) ____(a)____ ____(b)____'

The word occupying position (a) is always a noun, and the word in (b) is its modifier.

The nouns (a) and the modifiers (b) are all unknown to you. You are to identify whether (a) is a masculine or a feminine noun. You can do this by listening closely to una or un; these two little words are very reliable indicators of gender. Of course, if (b) is the kind of modifier that adds -a or -o, this too is a good indicator. However, some of the modifiers in (b) will be the kind ending in -e;

in these cases, your only identification exists in una or un.

Respond by saying 'masculine' or 'feminine' before your teacher's voice gives you the right answer. Let your instructor know which ones you identified erroneously.

Practice 2.

What do the following phrases mean in English?

1. un h̸ospital interesante. 2. una h̸ija grande. 3. una esposa inteligente. 4. un lib̸ro flexib̸le. 5. una fiesta inev̸itab̸le. 6. una invitación diferente. 7. un profesor repulsiv̸o. 8. un h̸ospital exclusiv̸o. 9. un señor activ̸o. 10. una clase b̸rutal. 11. un h̸ijo generoso. 12. un profesor paciente. 13. una chica nob̸le. 14. una fiesta formid̸ab̸le. 15. un tiempo inconveniente. 16. una invitación urgente. 17. un señor artificial. 18. un lib̸ro experimental. 19. una colombiana diferente. 20. una esposa activ̸a.

Practice 3. (Recorded)

Listed below are the modifiers to be used with each of the nouns which you will hear from your instructor's voice on the tape. Respond by saying the noun plus the modifier shown below. Those modifiers shown with a hyphen (-) on the end must add an -o or an -a as required by the noun. The right response will be given, following your response. You should re-work this exercise until your own response feels natural to you. Be sure you learn to imitate the rhythm of the responses.

1. grande
2. grande
3. alt-
4. alt-
5. alt-
6. nob̸le
7. bonit-
8. grande
9. bonit-
10. bonit-
11. bonit-
12. diferente
13. diferente
14. interesante
15 alt-

4. 'It', 'Her', 'Him', and 'Me'.

(a) The word that you have been using for 'it' is lo. Whenever 'it' stands for something feminine, the form is la.

(b) lo and la are also used for people. You recall that 'I know her' was La-conozco. Similarly, 'I know him' would be:

Lo-conozco

(c) 'Me' is the same word in Spanish but, of course, it sounds different: me.

Practice 4.

What do the following mean in English?

1. José quiere recib̸irme mañana.
2. Sánchez quiere recomendarme.
3. Gómez me-recomendó ayer.
4. ¿María? Sí, la-conozco muy b̸ien.
5. ¿José? Sí, lo-conozco b̸ien.
6. ¿Sánchez? El profesor quiere d̸efenderlo, creo.
7. ¿María? El profesor quiere recib̸irla mañana.
8. ¿La lección? Pues, la-terminé ayer.
9. ¿El lib̸ro? Pues, lo-terminé ayer.
10. ¿El h̸ijo? Tuv̸e que-llev̸arlo al h̸ospital.
11. ¿La h̸ija? Tuv̸e que-llev̸arla al h̸ospital.
12. ¿Mi carro? Tuv̸e que-llev̸arlo a Washington.
13. El profesor no quiere recib̸irme h̸oy.
14. ¿Cuál? ¿La h̸ija d̸e Gómez? El profesor no quiere recib̸irla hoy.
15. ¿Cuál? ¿El h̸ijo d̸e Gómez? El profesor no quiere d̸efenderlo.
16. No, no quiero d̸efenderla.
17. ¿El carro? No quiero ofrecerlo h̸asta mañana.
18. ¿Usted̸ quiere d̸ecid̸irlo h̸oy o mañana?
19. ¿La silla? Lo siento pero no quiero v̸enderla.
20. ¿La lección ocho? ¡Pero el profesor no pued̸e terminarla h̸asta mañana!

5. Contractions.

There are only two contractions:

a + el = al 'to-the'
de+ el = del 'of-the', 'from-the'

Any time a is followed by el, it is always used in its al form. In other words, a el does not exist.

Any time de is followed by el, it is always used in its del form. In other words, de el does not exist.

Practice 5.

Part 1. 'Look-say-listen'. (Recorded)

Translate the following expressions. De can mean 'of' or 'from'; a in these expressions always means 'to'

1. to the office .... ( )
2. from the office ..... ( )
3. of the office .... ( )
4. to the party .... ( )
5. from the party ...... ( )
6. of the party .... ( )
7. to the invitation ... ( )
8. to the class .... ( )
9. to the hospital...... ( )
10. to the son .... ( )
11. from the couch ...... ( )
12. to the head .... ( )
13. from the head .... ( )
14. from the boy .... ( )
15. to the boy .... ( )
16. to the lesson .... ( )
17. of the lesson .... ( )
18. from the lesson .... ( )
19. from the hospital .... ( )
20. from the class .... ( )
21. of the Colombian (man) .. ( )
22. of the Colombian (woman). ( )
23. of the book .... ( )
24. of the wife .... ( )
25. to the teacher .... ( )
26. to the car .... ( )
27. from the book............ ( )
28. to the couch .... ( )

Part 2.

Write these sentences in Spanish.

1. I want to leave from the class.
2. I want to go from the class to the hospital.
3. You can go to the hospital tomorrow.
4. You can leave from the hospital at eight.
5. Do you want to recommend it to the hospital?
6. Do you want to leave from here, or from the hospital?
7. You can offer it to the hospital.
8. He fell off the couch.
9. He fell off the chair.
10. He fell off the table of the teacher.

Variations

Comprehension. (Recorded)

Listen to the following sentences. Be sure to let your teacher know which ones were not immediately clear to you.

Corrections.

Each of the following has one mistake. Rewrite the items correctly.

1. ¿Me-esposa? Tuv̸e que llev̸arla al h̸ospital.

2. Gracias, mi-alegro.

3. ¿Porqué no pued̸e salir conmigo?

4. Tuv̸e que ir con mi h̸ijo a el h̸ospital.

5. La silla alto está en mi-oficina.

6. El profesor no quiere recib̸irmi.

7. ¡No me-diga! ¿Se-cayó de la sofá?

8. José no quiere salir d̸e el h̸ospital.

9. La oficina es una grande oficina.

10. La alta americana es soltera.

Practice 6. Response drill. (Recorded)

This type of drill is designed to review, in a rapid manner, previously learned material.

The model sentence is the point of departure. Each question should be answered according to this model.

Two people are involved in this drill: the person who asks the questions (for example, this could be your teacher) and the person who answers these questions (this would be you).

In this drill, do not repeat any of the words used in the question.

,Example:

Model: Estamos en la sala de clase.

Teacher: ¿Y José?

Student: Está en la sala de clase.

(The correct response is supplied on the tape following your own response.)

Practice 7. Response drill. (Recorded)

Remember:

americano = masculine

americana = feminine

americanos = two or more people

(americanas = used only for two or more female people)

Example:

Model: Soy americano.

Teacher: ¿Y José?

Student: Es americano.

Application

Part 1.

How would you say the following thoughts in Spanish.

1. I want to leave tomorrow. 2. The child fell off the couch.
3. I had to leave at 8:00. 4. I had to defend it at 5:00. 5. I had
to defend him yesterday. 6. My wife feels better, thanks. 7. José is
tall. but María is not tall. 8. The child fell off the table.
9. My wife? I had to take her to the hospital. 10. But José......

didn't he study today's lesson? 11. What happened? Where's the teacher? 12. I want to leave from the hospital. 13. I want to go from the hospital to the office at 8:00. 14. Sánchez does not want to receive me today. 15. I'm very sorry, but I didn't prepare it (the lesson). 16. But, I didn't have time. 17. Why not? Do you want to go tomorrow? 18. Your wife--how is she? She feeling better today? 19. Yes, thanks, she feels better. 20. I'm glad. 21. Do you plan to stay here in the class until 8:00? 22. No, only until 5:00. 23. And you--when do you plan to leave? 24. And José--when does he plan to leave? 25. He plans to leave tomorrow, early. 26. Where is Sánchez? Doesn't he plan to leave with me? 27. Are you American or Colombian? 28. I'm Colombian. 29. And your wife--is she Colombian also? 30. Yes, both of us are Colombians. 31. If you want to, you can leave early. 32. Thanks, but I don't want to go until 8:00. 33. Which one? The one dancing with Sánchez? 34. Yes. She's the single one. 35. She's Gómez' daughter. 36. He's Gómez' son. 37. And the lesson--did you finish it? 38. And Nora--did you recommend her? 39. And the book--did 'you-all' confirm it? 40. And the teacher--did they recommend him? 41. Yes. We recommended him yesterday. 42. Yes. We finished it yesterday. 43. I want to decide it today. 44. I don't want to receive that until tomorrow. 45. José can't sell that until tomorrow. 46. I'm very sorry, but he can't permit that. 47. The couch? He can't sell it. 48. The couch? He can sell it. 49. The couch? He finished it yesterday. 50. Jones? I recommended him yesterday. 51. I recommended him to the teacher yesterday. 52. Did you recommend her to the hospital? 53. I didn't confirm it yesterday; I confirmed it today. 54. They didn't finish it today; they finished it yesterday. 55. Why not? Didn't they recommend it? 56. Why not? Didn't we finish it? 57. Yes, we finished it yesterday, I believe. 58. They confirmed it yesterday, I believe. 59. You don't say! Didn't they finish it? 60. You don't say! Didn't they recommend him?

Part 2.

Prepare an oral answer to the following questions:

1. ¿El señor Jones estuđió o no estuđió?
2. ¿Por qué no?
3. ¿De đónde se-cayó el niño?
4. ¿Qué pasó?
5. ¿Quién se-cayó? ¿El señor Jones?
6. ¿Cómo está el niño ħoy?
7. ¿Quién se-cayó del sofá ayer?
8. ¿Cómo se-siente ħoy?
9. ¿Cómo está el niño ħoy? ¿Bien o mejor?
10. ¿Quién se-lastimó la caƀeza?

Part 3.

Be prepared to be engaged by your instructor in the following conversations.

A:

Hello, Bill! Did you finish?

--The book?

No, the lesson!

--Which one?

Today's lesson!

--No. I didn't finish today's, but
I finished yesterday's. Did you finish?

The book?

--No, the lesson!!

Which one?

--Today's!!

Of course. I finished yesterday's and also today's.

B:

Hi, Jones! How's your wife today?

--She's fine, thanks. And how do you feel?

Better, thanks.

--I'm glad.

Do you plan to stay here until 5:00?

--Yes, because I didn't finish today's lesson.

What happened? Didn't you study it yesterday?

--Yes, I studied it, but not well. I want to prepare it better.

What a shame! Where do you plan to prepare it?

--Here, in the classroom. Do you want to prepare it with me?

Thanks, but I want to prepare tomorrow's lesson.

--Well, you can prepare it here with me.

Thanks; I want to prepare tomorrow's at the hospital.

--At the hospital? Why at the hospital?

Because my son is in the hospital.

--Really? What happened?

He fell off the table, and he hurt his head.

--Don't tell me! When did he fall?

Yesterday.

--How does he feel today?

He is much better, thanks.

--I'm glad.

END OF UNIT 11

UNIT 12

Introduction

(Recorded)

Written accents. (Concluded)

1. Is this statement correct?

   'Words that end in a vowel are accented if their loudest syllable is the last one.'

(yes)

2. Complete this statement:

   'Words that end in a consonant are accented if the loudest syllable is the ____________-last.'

(second-last)

3. Complete this statement:

   'Words that are stressed on the ___________-last syllable, or farther back from the end, are always accented.'

(third-)

4. The above three statements apply as to when an accent mark is used. Since these rules were originally made with a view towards being economical in the use of accents, we can say that the rules cover a minority of the words. That is, because of the careful selection of the 'when' to accent a word, there are fewer words that need an accent than there are those which do not. Therefore, which of the following two is the more common type of word in Spanish?

   1. Words like papá.
   2. Words like papa.

(2)

5. Which of the following two is the more common type in Spanish?

   1. Words like árƀol.
   2. Words like papel.

(2)

6. The letter 's' is a consonant. It is also a grammatical function signal. (For example, it is used to indicate plurals: mesa/mesas, liƀro/liƀros, etc.) As a grammatical function signal, it can occur

on the end of all nouns and noun modifiers. This means that there are tens of thousands of words which can end in an '-s'. Again, for the sake of economy, it was decided to ignore the '-s' completely as far as its effect on whether or not an accent is needed. Therefore, in deciding whether you ought or ought not accent a word that ends in an '-s', simply ignore this '-s' and decide on the basis of what is left after ignoring the '-s'.

Therefore, the word mesas is to be treated as if it were mesa, without the '-s'. Does this word need an accent mark?

solteras

(no)

7. Does this one need an accent mark?

americanas

(no)

8. Listen to the way this word is pronounced, and decide whether or not it needs an accent mark.

ađemas: ( ) ( )

(It does.)

9. Re-write this word correctly.

ađemas: ____________

(ađemás.)

10. The letter 'n' is also a grammatical function signal. (For example, as you will learn later, it is used in some tenses to differentiate the He-form from the They-form.) This means that there are thousands of words to which an '-n' could be added. As in the case of the '-s', it was decided to ignore the '-n'. Therefore, would this word need an accent mark?

estan (As in Estan en la oficina.)

(yes)

11. Re-write this word correctly.

estan: ________________

(están)

12. Does this word need an accent?

leccion

(yes)

13. Re-write this word correctly.

leccion: ______________

(lección)

14. Listen to this word and decide whether or not it needs an accent.

examen: ( ) ( )

(no)

15. Listen to this word and decide if it needs an accent.

margen: ( ) ( )

(no)

16. Complete this statement: 'Words ending in a ______________, excepting "-n" and "-s", are accented if the loudest syllable is the second-last.'

(consonant)

17. Complete this statement: 'Words ending in a vowel, ______, and ______, are accented if the loudest syllable is the last one.'

(n, s)

18. The loudest syllable in this word is No. 1. Does it need an accent?

afan
2 1

(yes)

19. The loudest syllable in this word is No. 1. Does it need an accent?

quizas
2 1

(yes)

20. The loudest syllable in this word is No. 2. Does it need an accent?

li~~b~~retos
3 2 1

(no)

21. Listen to the following pairs.

1. mio: ( ) ( )
2. mío: ( ) ( )

22. Listen to this pair.

1. mia: ( ) ( )
2. mía: ( ) ( )

23. In which one of the following does the letter '-i' seem to be louder?

1. dio: ( ) ( )
2. dío: ( ) ( )

(2)

24. In which one does the letter '-i-' seem to be louder?

1. dia: ( ) ( )
2. día: ( ) ( )

(2)

25. Which word has the louder 'i'?

1. lei: ( ) ( )
2. leí: ( ) ( )

(2)

26. When the letter 'i' is next to another vowel (it doesn't matter which side) it is accented only if it is the loudest part of the word.

27. Therefore, would this word be accented?

caiste: ( ) ( )

(yes)

28. Would this one be accented?

leiste: ( ) ( )

(yes)

29. Re-write these two words correctly.

leiste: ___________
caiste: ___________

(leíste)
(caíste)

30. Here is a word from the dialog of this Unit. Is it written correctly?

seis: ( ) ( )

(yes)

31. Here's another word from the dialog. Is it written correctly?

diez: ( ) ( )

(yes)

32. Now here's a familiar name. Is it written correctly?

Maria:

(no)

33. Rewrite this name correctly.

Maria: _______________

(María)

34. Now listen to, and look at, another name and decide if it is written correctly.

Mario: ( ) ( )

(yes)

35. The letter 'u' is like 'i'; it is accented under the same conditions. Which is being said here?

( ) ( ): 1. baul 2. baúl

(2)

36. Which is being said here?

( ) ( ): 1. Raul 2. Raúl

(2)

37. Should the 'u' in this word be accented?

causa: ( ) ( )

(no)

38. Is this word written correctly?

aúto: ( ) ( )

(no)

39. Rewrite this word correctly.

aúto: ________________

(auto)

40. Look at this word from the dialog. Is it written correctly?

cuatro: ( ) ( )

(yes)

41. Finally, some words have more than one grammatical function. In such cases, one of these functions is accented, the others are not. For example, *que* is accented in *¿Qué es eso*? but not in *Tuve que-llevarlo al...* Question words may function as phrase relators as well as interrogatives. As interrogatives, they are always accented. Therefore, are these written correctly? *¿Cuál*? *¿Dónde*? *¿Quién?*

(yes)

42. In reading a new, strange word, you need to know two things: (1) the principles of accent marks which you have been learning, and (2) the principles of dividing a word into syllables, which you will now start to learn.

43. A word has as many syllables as it has vowels. Therefore, if you count the vowels, you will know how many syllables a word has.

How many syllables in these words?

a. pesado

b. pesadumbre

(a:3; b:4)

44. An unaccented 'i' or 'u' next to another vowel (on either side of this vowel) does not count. Therefore, a word like *diario* is considered as having only two syllables. How many syllables are there in these words?

a. diamante

b. paulista

(a:3; b:3)

45. The accented 'í' and 'ú' always count as separate syllables. Therefore, though diario is counted as a two-syllable word, Darío counts as a three-syllable word.

How many syllables in these words?

a. convendría

b. Raúl

(a:4; b:2)

46. The last step you need to know now is simply to learn the conventions for dividing words into syllables. Naturally, a language likes to divide its words into syllables in such a way that each syllable will retain what that language considers a 'normal' characteristic. Most Spanish words end in a vowel; therefore, it is 'normal' for Spanish to want to end its syllables with a vowel. Your first rule, then, is: divide after each vowel that counts as a syllable. For example:

temeroso = te-me-ro-so

buenos = bue-nos

días = dí-as

Raúl = Ra-úl

47. Re-write these words in syllables.

mesa: ___-___

Bonito: ___-___-___

(me-sa; bo-ni-to)

48. Re-write these in syllables.

paulatino: ___-___-___-___

atacó: ___-___-___

(pau-la-ti-no; a-ta-có)

49. Re-write these in syllables.

temería: ___-___-___-___

María: ___-___-___

(te-me-rí-a; Ma-rí-a)

50. Re-write these in syllables.

automóvil: ___-___-___-___

quisiera: ___-___-___

(au-to-mó-vil; qui-sie-ra)

51. If two or more consonants occur together, the first one of the group belongs to the previous syllable. Therefore, in these cases, do not divide after the vowel as you have been doing, but divide after the first consonant following that vowel. (This is

not entirely in keeping with the rules set up by the Royal Academy. We are 'cheating' a little for the sake of simplification. At any rate, what we are about to teach you works equally as well for the purpose of pronouncing a word, and it is considerably simpler.)

Re-write these words in syllables.

santo: ___-___

constante: ___-___-___

(san-to; con-stan-te)

52. Re-write these in syllables.

caldo: ___-___

esmeralda: ___-___-___-___

(cal-do; es-me-ral-da)

53. Re-write these in syllables.

Israel: ___-___-___

entrante: ___-___-___

(Is-ra-el; en-tran-te)

54. Since 'ch', 'll', and 'rr' are considered single consonants in Spanish, they cannot be 'separated'.

Re-write these words in syllables.

mucho: ___-___

silla: ___-___

carro: ___-___

(mu-cho; si-lla; ca-rro)

55. Re-write these in syllables.

leche: ___-___

calle: ___-___

torre: ___-___

(le-che; ca-lle; to-rre)

56. And finally, the combination 'pr', 'tr', 'cr', and 'br, 'dr', 'fr', 'gr' are not divisible either.

Re-write these words in syllables.

aprendo: ___-___-___

atrás: ___-___

decreto: ___-___-___

(a-pren-do; a-trás; de-cre-to)

57. Re-write these in syllables.

aƀro: ___-___

cuađro: ___-___

agrio: ___-___

(a-ƀro; cua-đro; a-grio)

58. Re-write these in syllables.

ciprés: ___-___

agrandar: ___-___-___

recreo: ___-___-___

(ci-prés; a-gran-dar;
re-cre-o)

59. Re-write these in syllables.

atrazar: ___-___-___

pieđras: ___-___

aƀril: ___-___

(a-tra-zar; pie-đras;
a-ƀril)

60. In Unit 13, we will let you practice reading strange words correctly.

(You are ready to begin your new dialog.)

DIALOG

Review.

Spanish	English counter-words and counter-phrases
	Profesor
escriƀió	writing (He-form, past)
el ejercicio	the exercise
los ejercicios	the exercises
Señor Clark, ¿escriƀió los ejercicios?	Mr. Clark, did you write the exercises?

Clark

¡Ya lo-creo!	I should say so!
escriƀí	writing (I-form, past)
los-escriƀí	I wrote them
los-escriƀí tođos	I wrote them all
en diez minutos	in ten minutes
¡Ya lo-creo! Los-escriƀí tođos en diez minutos.	I should say so! I wrote all of them in ten minutes.

Profesor

eran	being (They-form, past)
fáciles	easy
tan fáciles	so easy
¡Caramba! ¿Eran tan fáciles?	Gee! Were they so easy?

Clark

muy	very
muy fáciles	very easy
bastante	somewhat
bastante fáciles	pretty easy
No muy fáciles, pero bastante fáciles.	Not very easy, but pretty easy.

Profesor

entendió	understanding (He-form, past)
¿Los-entendió....?	Did you understand them...?
¿Los-entendió tođos?	Did you understand all of them?

Clark

entiendo	understanding (I-form, present)
no entiendo	I don't understand
la frase	the sentence
número	number
número cuatro	number four
la frase número cuatro	sentence number four
No, señor. No entiendo la frase número cuatro.	No, sir. I don't understand sentence number four.

Profesor

¿De cuál ejercicio?	From which exercise?

Clark

seis	six
Del ejercicio número seis.	From exercise number six.

Observations
and
Practice

1. The plural marker

The plural marker in Spanish is '-es'.

Thus,

lección	becomes	*lecciones	'lessons'
señor	becomes	señores	'sirs'
ħospital	becomes	ħospitales	'hospitals'
profesor	becomes	profesores	'teachers'

* Notice that the accent is not needed in the plural.

The 'e' of the '-es' drops out when added to a word ending in a vowel.

Thus,

oficina+es	becomes	oficinas	'offices'
liƀro + es	becomes	liƀros	'books'
ħija + es	becomes	ħijas	'daughters'

etc.

Practice 1.

Here is a list of nouns which you have had. Write their plural forms in the spaces provided to the right of each one.

oficina: ____________

carro: ____________

fiesta: ____________

profesor: ____________

señor: ____________

ħospital: ____________

niño: ____________

minuto: ____________

ejercicio: ____________

mesa: ____________

americano: ____________

frase: ____________

lección: ____________

usteđ: ____________

caƀeza: ____________

lo: ____________

2. Plural agreement.

Part 1.

Any word that refers to a noun will exhibit the plural marker if the noun is plural. Thus, 'big houses' would be in Spanish 'bigs houses'. Observe:

mesa grande : = : mesas grandes
ejercicio fácil : = : ejercicios fáciles
frase fácil : = : frases fáciles

The words for 'the', as you might expect since they refer to a noun, also change to plural. Thus, not only does Spanish say 'the big house', but also 'thes bigs houses'.

la becomes las, but
el (an exception) becomes los. Observe:

el ~~h~~ospital : = : los ~~h~~ospitales
la clase : = : las clases
el ~~h~~ospital grande : = : los ~~h~~ospitales grandes
la lección fácil : = : las lecciones fáciles

Practice 2. (Recorded)

You will hear a series of nouns which you have had, given to you in their singular forms. You are to respond by pluralizing the noun and, at the same time, accompanying the noun with its proper form for 'the'. Make your response before the correct answer is given on the tape. Re-work this exercise until you feel confident and positive.

Part 2.

Una and un, of course, also have their plural forms.

una becomes unas 'some', but
un (an exception) becomes unos 'some'

Thus,

a hospital : = : un ~~h~~ospital
some hospitals : = : unos ~~h~~ospitales
a lesson : = : una lección
some lessons : = : unas lecciones

Practice 3.

Be prepared to say all of these correctly in Spanish without any hesitation. Be sure you have each one correctly identified as to masculine or feminine; if you can't remember one of these, this means that you have not worked with Exercise 2 often enough. (Go back and re-work Exercise 2, so that you will not be practicing something wrong in Exercise 3. You should never practice anything in a language if in doubt; otherwise you may learn it wrong, and it takes about ten times the effort to unlearn something which has been learned wrong.)

1. a hospital 2. some hospitals 3. a car 4. some cars 5. a wife 6. some wives 7. some invitations 8. a child 9. some children 10. a lesson 11. some books 12. some americans (men) 13. some sons 14. some daughters 15. some americans (women) 16. an invitation 17. some classes 18. some teachers 19. a chair 20. a Colombian (man) 21. a room 22. some sentences 23. a minute 24. a class 25. a classroom 26. some classrooms 27. a sir (a gentleman) 28. some rooms 29. some single ones (girls) 30. a book.

3. 'them' and 'us'

You have already learned lo, la, and me. 'us' is nos, and 'them' is either los (masculine) or las (feminine).
Thus,

'I finished it.' :=: Lo-(la-) terminé.
'I finished them.' :=: Los-(las-) terminé.

'Do you know him?' :=: ¿Lo-conoce?
'Do you know them?' :=: ¿Los-conoce?
'Do you know her:' :=: ¿La-conoce?
'Do you know them (girls only)?' :=: ¿Las-conoce?

And,

'He wants to receive us at 5:00.' :=: Quiere reciƀirnos a las cinco.
'They recommended us.' :=: Nos-recomendaron.

4. '-er' and '-ir' verbs, past tense.

In the dialog of this Unit you learned the I- and the He-forms of 'writing':

escribí	:	'I wrote'
escribió	:	'He wrote'

The neutral form of 'writing' is escriƀir.

The other six -er and -ir verbs which you have learned have the same forms as escriƀir:

	I-form	He-form
defender	defendí	defendió
vender	vendí	vendió
ofrecer	ofrecí	ofreció
escriƀir	escriƀí	escriƀió
permitir	permití	permitió
deciđir	decidí	deciđió
reciƀir	reciƀí	recibió

Practice 4. (Recorded)

You will be asked 'Did you defend it?', 'Did you offer it?', 'Did you write it?', and so forth. You are to respond by denying that you did so and accusing José of having done it. Be sure to make your response before the tape gives you the right answer.

Note: There are a few -ar verbs distributed among the -er and -ir verbs of this Practice.

Practice 5. (Recorded)

The voice on the tape will instruct you to get something said in Spanish. Respond accordingly. Be sure to make your response before you hear the correct answer on the tape.

Practice 6. (Recorded)

(Practice with lo, la, etc., as substitutes.) You will hear a series of questions addressed to you. You are to respond by admitting it and substituting lo or la (or los or las) for the thing that the question is asking about.

Example 1:

Question:	¿Usted̸ v̸endió el carro?	'Did you sell the car?'
Your answer:	Sí, lo-v̸endí.	'Yes, I sold it.'

Example 2:

Question:	¿Usted̸ d̸efendió la lección?	'Did you defend the lesson?'
Your answer:	Sí, la-d̸efendí.	'Yes, I defended it.'

Note: Question 29 uses a new useful word: ah̸ora 'now'.

Variation

Comprehension. (Recorded)

Listen to the following sentences. Let your instructor know of any that were not immediately clear to you.

Corrections.

Each of the following sentences has only one mistake. Find this error, and re-write the sentences correctly.

1. Escrib̸í las leccions.

   ____

2. José escrib̸ió cinco frases fácil.

   ____

3. Sí, señor. La-recomendí ayer.

   ____

4. ¿Los ejercicios? Las-terminé ayer.

   ____

5. ¿María y Nora? Los-conozco muy bien.

   ____

6. Las oficinas son grande.

   ____

7. Recib̸í un invitación ayer.

   ____

8. Nora escriƀió cinco invitacions ayer.

____

9. José preparó un ejercicios conmigo.

____

10. Sánchez los-recibó todos.

____

Practice 7. Substitution Drill. (Recorded)

Re-state the model sentence with the proper form of the verb shown below.

Model: Los-escriƀí tođos ayer.
'I wrote all of them yesterday.'

Practice 8. Substitution Drill. (Recorded)

Work the same as above. Use the same verbs with this model:

(José) Los-escriƀió tođos anoche.
'He wrote all of them last night.'

1. (defender)
2. (deciđir)
3. (reciƀir)
4. (ofrecer)
5. (vender)
6. (permitir)
7. (terminar)
8. (preparar)
9. (recomendar)
10. (confirmar)
11. (estuđiar)
12. (escriƀir)

Applications

Part 1.

How would you say the following thoughts in Spanish?

1. Hey, Sánchez! Where's Gómez? 2. Hey, Sánchez! Where's Mr. Gómez? (use el señor Gómez for 'Mr. Gómez') 3. Hey, José! Where's Mr. Jones? 4. Gee! What happened? 5. He fell off the table and he hurt his head. 6. How is he today? 7. How does he feel today? 8. He feels better, thanks. 9. He is better, thanks. 10. María is the older one; she's the married one. 11. Nora is not the older one;

she is the single one. 12. Yesterday's lesson is not so easy. 13. Today's lesson is not very easy, but it's pretty easy. 14. Where is today's lesson? 15. Where are today's lessons? 16. Today's lessons are in his office. 17. Today's (i.e. 'lessons') are not here. 18. She is Gómez' daughter. 19. She is Mr. Gómez' daughter. 20. She is Mr. Sánchez' daughter. 21. He is Mr. Jones' son. 22. I didn't understand. 23. I don't understand. 24. I don't understand sentence (say 'the sentence') number 6. 25. I didn't understand sentence number 4. 26. Sentence number 8? I didn't understand it. 27. The teacher? I didn't understand him. 28. Nora? I didn't understand her. 29. The teachers? I didn't understand them. 30. The books? We didn't receive them. 31. Yesterday's exercises were not so easy. 32. Today's exercises are pretty easy. 33. María? She's not so tall. 34. José? He's not so tall. 35. María and Nora? They're not so tall. 36. Gee! Were they so easy? 37. Gee! Was it so easy? 38. José? Was he Colombian? 39. José? No, he's not Colombian; he was Colombian but he is American now. 40. Did you offer the rooms yesterday? 41. Did you defend that today? 42. The sentences? I don't understand all of them. 44. Why didn't you understand all of them? 45. Because I didn't study them. 46. Which sentence didn't you understand? 47. I didn't understand sentence number six. 48. Which lesson is tomorrow's? 49. Tomorrow's lesson is lesson four. 50. I should say so! They're not very easy. 51. I should say so! They weren't very easy. 52. I should say so! They weren't so easy. 53. I should say so! They were pretty easy. 54. The books weren't very easy. 55. The book wasn't very easy. 56. José? He sold all of them in ten minutes. 57. Sentence number four of which exercise? 58. Exercise number ten of which lesson? 59. Of exercise number six. 60. Of lesson number ten.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Dónde están el profesor y el señor Clark?
2. ¿Qué es el profesor? ¿colombiano?
3. ¿El señor Clark escribió los ejercicios?
4. ¿Los escribió en cinco minutos?
5. ¿Cómo eran los ejercicios?
6. ¿Usted entendió todos los ejercicios?
7. ¿El señor Clark no entendió una frase, o un ejercicio?
8. ¿En qué ejercicio está la frase que no entendió?
9. ¿Usted entendió el ejercicio número seis?
10. ¿Cómo eran las frases?

Part 3.

Be prepared to be engaged by your instructor in the following conversations.

A:

Hi, José! How're you doing?

--Fine! And you?

Pretty good. Did you write the exercises?

--Yes. I wrote all of them in ten minutes.

You wrote all of them?!

--I should say so!

Gee! Were (eran) they so easy?

--They were pretty easy. And you? Did you write all of them?

No. I didn't understand number four.

--Exercise number four?

No. Sentence number four.

--Of which exercise?

Of exercise ten.

--You don't say! Exercise ten was (era) easy.

Really? Not so easy!

--Of course! The exercise was very easy!

B:

Good morning, Mr. Jones!

--Good morning, sir!

Did you study lesson ten?

--Yes, sir.

Did you prepare all the exercises?

--No, sir. I didn't have time.

What happened?

--I'm sorry, but I had to take my daughter ('llevar a mi hija') to a party.

Really? When was the party?

--Last night. (Anoche.)

And you didn't study the lesson.

--Yes, I studied it, but I didn't prepare all the exercises.

Do you plan to finish today?

--I should say so!

And tomorrow's lesson?

--I plan to (pienso) study it and finish it, also.

I'm glad, because tomorrow's is not easy.

END OF UNIT 12

UNIT 13

INTRODUCTION

(Recorded)

1. Listen to the right and wrong pronunciation of this word.

   (R) (W) (R) (W)

2. In its written form, there is a striking resemblance between the above word and its English counterpart.

Spanish: 'oficina'	English: 'office'

3. This resemblance of words and syllables, whether in speech or in writing, at times causes a student to respond automatically with English sounds. For example, here are two erroneous pronunciations which are brought on by the strong resemblance of this Spanish word to its English counterpart.

   One pronunciation: general (W) (W)

   Another, better but still wrong: general (W) (W)

   Correct : (R) (R)

4. There are two kinds of errors which a student might make due to English interference. One is the faulty reproduction of the sounds, and the other is the rhythm of the syllables. Either one of these errors is enough to render some words unintelligible to a Spanish person. We will first practice with the accurate reproduction of sounds; a little later, we will work with the rhythm.

5. The most common error occurs with the letter 'o', specially in syllables where this 'o' is closed in by consonants. Practice reading the following syllables.

   Respond three times: once immediately following the announcement by letter, then again after each model where shown by the X's.

   a. con- .... ( )X ( )X
   b. don- .... ( )X ( )X
   c. son- .... ( )X ( )X
   d. pon- .... ( )X ( )X
   e. lon- .... ( )X ( )X

f. ton- .... ( )X ( )X

6. Another common error occurs with the 'u'. The first syllable of 'numerous', for example, in the speech of many people rhymes with the first syllable of 'beauty'. In Spanish, the 'u' always stands for something more like 'oo' in 'loose'. Practice these syllables in the same manner as you did before.

a. nu- .... ( )X ( )X
b. su- .... ( )X ( )X
c. pu- .... ( )X ( )X
d. lu- .... ( )X ( )X

7. Sometimes, this 'u' in English stands for another sound, such as we find in 'occur' which rhymes with 'her', or in 'pun' which rhymes with 'none'. In Spanish, of course, it still resembles 'oo'. Practice with these syllables.

a. sur .... ( )X ( )X
b. luz .... ( )X ( )X
c. pun- .... ( )X ( )X
d. cun- .... ( )X ( )X
e. cul- .... ( )X ( )X
f. dul- .... ( )X ( )X

8. When in the proximity of another vowel, the Spanish 'u' sounds very much like our English 'w'. Listen to the right and wrong pronunciation of the following words:

pues: (R) (W) (R) (W)
bueno: (R) (W) (R) (W)
cuesta: (R) (W) (R) (W)

9. Of course, as you already know, if this 'u' is accented, it retains the 'oo' sound. Observe:

púa: (R) (R)
Saúl: (R) (R)

10. Practice with these syllables

a. pues .... ( )X ( )X
b. lue- .... ( )X ( )X
c. cuen- .... ( )X ( )X
d. sue- .... ( )X ( )X
e. guan- .... ( )X ( )X

f. púa .... ( )X ( )X
g. grúa .... ( )X ( )X

11. Sometimes, the vowel 'i' gives a little trouble in certain syllables simply because the English speaker's facial muscles are not tense. Listen to this example:

in- : (R) (W) (R) (W)

12. Practice with these syllables. In order to maintain the tenseness of the muscles that is required for the proper reproduction of this sound, pull your lips back, tight, as in an exaggeratedly strong grin.

a. in- .... ( )X ( )X
b. is- .... ( )X ( )X
c. tin- .... ( )X ( )X
d. sin .... ( )X ( )X
e. pin- .... ( )X ( )X
f. cin- .... ( )X ( )X
g. o-fi-ci-na .. ( )X ( )X

13. The Spanish syllable 'qui-' is pronounced 'ki' and not, as in English 'kwi'. You will now hear the sounds 'ki' several times.

Respond by writing 'qui' in the blank spaces every time you hear it.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

14. The sound of 'kwi' exists in Spanish, but it is written like this: cui.

In the blanks, write cui every time you hear it.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

15. Now, you will hear either qui or cui. Write which one it is, and then check your spelling.

(?) : _____

(qui)
16. Again, write what you hear, and check.

(?) : _____

(cui)
17. And now, you will hear these two syllables said several times in a mixed order.

Write which one you hear.

1. (?) : _____
2. (?) : _____

3. (?) : _____
4. (?) : _____
5. (?) : _____
6. (?) : _____
7. (?) : _____
8. (?) : _____
9. (?) : _____
10. (?) : _____

(cui: 1, 2, 4, 8, 10;
gui: 3, 5, 6, 7, 9.)

18. Listen to these two syllables:

1. gue : ( ) ( )
2. gui : ( ) ( )

19. Which one is being said here? Write it, and then check your answer.

(?) : _____

(gui)

20. Which one is this one? Write it, and check.

(?) : _____

(gue)

21. You will hear a mixed sequence of gui and gue. Write each one, then check.

1. (?) : _____ 5. (?) : _____
2. (?) : _____ 6. (?) : _____
3. (?) : _____ 7. (?) : _____
4. (?) : _____ 8. (?) : _____

(gui: 1, 5, 6, 8;
gue: 2, 3, 4, 7.)

22. Here is a list of words, many of which resemble their English counterparts. As you hear each number called, read the underlined syllable only. Then listen to see if you were correct.

Remember, read only the underlined syllable.

1. sintaxis : .... ( ) ( )
2. capitalista : ..... ( ) ( )
3. típico : .... ( ) ( )
4. típico : .... ( ) ( )
5. misterioso : ...... ( ) ( )

6. hospitalidad : .... ( ) ( )
7. historia : .... ( ) ( )
8. unión : .... ( ) ( )
9. definición : .... ( ) ( )
10. definición : .... ( ) ( )
11. misión : .... ( ) ( )
12. económico : .... ( ) ( )
13. económico : .... ( ) ( )
14. auto : .... ( ) ( )
15. auténtico : .... ( ) ( )
16. organista : .... ( ) ( )
17. politico : .... ( ) ( )
18. defectivo : .... ( ) ( )
19. elección : .... ( ) ( )
20. velocidad : .... ( ) ( )
21. vigoroso : .... ( ) ( )
22. diversión : .... ( ) ( )
23. instructivo : .... ( ) ( )
24. dificultad : .... ( ) ( )
25. dificultad : .... ( ) ( )
26. dificultad : .... ( ) ( )
27. elástico : .... ( ) ( )
28. deuda : .... ( ) ( )
29. reunión : .... ( ) ( )
30. equivalente : .... ( ) ( )
31. cuidado: .... ( ) ( )
32. secundario : .... ( ) ( )
33. exclusivo : .... ( ) ( )
34. peculiar : .... ( ) ( )
35. cursi : .... ( ) ( )

23. The letter 'j' has this sound.

1. ja: ( ) ( )
2. jo: ( ) ( )
3. je: ( ) ( )

4. ~~h~~ijo : ( ) ( )
5. ~~h~~ija : ( ) ( )

24. The letter 'g' also has the same sound, but only before an 'e' or an 'i'.

1. ge : ( ) ( )
2. gi : ( ) ( )
3. gira : ( ) ( )
4. go : ( ) ( )
5. pago : ( ) ( )
6. gue: ( ) ( )
7. pague : ( ) ( )
8. garage: ( ) ( )
9. margen: ( ) ( )
10. carguen:( ) ( )
11. surge : ( ) ( )
12. purgue: ( ) ( )

25. Practice reading these syllables as each is called out. Then, repeat them where shown by the X's.

a. je ... ( )X ( )X
b. ge ... ( )X ( )X
c. gue ... ( )X ( )X
d. go ... ( )X ( )X
e. jo ... ( )X ( )X
f. jun .. ( )X ( )X
g. gun .. ( )X ( )X
h. gi ... ( )X ( )X
i. guin . ( )X ( )X
j. guil . ( )X ( )X
k. ja ... ( )X ( )X
l. gan .. ( )X ( )X
m. gente .. ( )X ( )X
n. ~~v~~irgen . ( )X ( )X

26. And now, let's consider rhythm. Many English words have two beats within a word, whereas the vast majority of Spanish words have only one. Here is an English word, greatly exaggerated in its pronunciation, that illustrates these two beats:

elevator : ( ) ( )

27. Here is another one, again exaggerated:

exaggerated : ( ) ( )

28. To further point out these beats, you will now hear an imitation of the rhythm of the following two words, using the artificial syllable 'ta'.

elevator : ( ) ( )
exaggerated: ( ) ( )

29. Listen to this imitation of the rhythm of a Spanish word. Notice that it has only one beat.

( ) ( )

30. Here is an imitation of a longer word. Notice the monotonous tone levels preceding the beat.

( ) ( )

31. Which of the following rhythms is typical of Spanish?

1. ( )
2. ( )

(2)

32. Here is an authentic word. Notice its monotonous tone up to the point of the beat.

responsa~~b~~ili~~d~~a~~d~~ : ( ) ( )

33. Here is the same word pronounced two times. Once with an English rhythm and a second time with the Spanish rhythm. Which is the Spanish one?

1. ( ) ( )
2. ( ) ( )

(1)

34. Here is a word that you have not heard before. Which of the two pronounciations is the Spanish one?

1. ( ) ( )
2. ( ) ( )

(2)

35. Which of the following is the correct Spanish rhythm?

1. ( ) ( )
2. ( ) ( )

(1)

36. Pronounce this syllable in imitation of the model.

pro- : ( )X ( )X

37. Pronounce this syllable in imitation of the model.

-duc- : ( )X ( )X

38. Pronounce this one.

-cion : ( )X ( )X

39. The preceding syllables combine into the following word. Pronounce the word, then check to see if you were right.

producción : ( ) ( )

40. First, write this word in syllables in the blanks shown:

determinación : __ - ___ - __ - __ - ___

(de-ter-mi-na-ción)

Now pronounce the word correctly, and check it.

.... ( ) ( )

41. Do the same with this word.

contradicción : ___ - ___ - ___ - ___

(con-tra-dic-ción)

.... ( ) ( )

42. Do the same with this one.

utiliđađ : _ - __ - __ - __

(u-ti-li-đađ)

.... ( ) ( )

43. Notice that the monotone exists even though the loudest syllable may not be the last one. Observe:

parlamentario : ( ) ( )
revolucionario : ( ) ( )
fotográfico : ( ) ( )
democrático : ( ) ( )

44. Divide this word into syllables, then pronounce it correctly.

reaccionario : __ - __ - ___ - __ - ___

(re-ac-cio-na-rio)

.... ( ) ( )

45. Do the same with this one.

aniversario : _ - __ - ___ - __ - ___

(a-ni-ver-sa-rio)

.... ( ) ( )

46. Do the same with this one.

fugitivo : __ - __ - __ - __

(fu-gi-ti-vo)

.... ( ) ( )

47. Do the same with this one.

legislativ̸o : __ - ___ - __ - __ - __

(le-gis-la-v̸o)

.... ( ) ( )

48. Do the same with this one.

equiv̸alente : _ - ___ - __ - __ - __

(e-qui-v̸a-len-te)

.... ( ) ( )

49. Finally, in the dialog of this Unit you will come across this verb:

sé 'I know'

50. You have already learned that

La-conozco means 'I know her'.

51. There are two verbs in Spanish which are translated into English as 'knowing'.

conozco : 'I know'
sé : 'I know'

52. Conozco is used when we speak of knowing people, as in

'I know her.' 'I know the Colonel.'
'I know Charles.' etc.

53. Sé is used when we speak of knowing things, as in

'I know Spanish.'
'I know how to swim.'
'I know it.'
Etc.

54. Which one would be used in this sentence, sé or conozco?

'I know what it means.'

(sé)

55. Which one would be used here?

'I know a little bit about it.'

(sé)

56. Which one would be used here?

'I know them (Mr. & Mrs. Clark) well.'

(conozco)

57. Which one would be used here?

'I know them (the answers) pretty well.'

(sé)

58. Which one would be used here?

'I know that he understands it.'

(sé)

(You are now ready to begin your preparation of the new dialog.)

DIALOG

Review.

Spanish

English counterwords and counterphrases

(The previous Unit's dialog ended with the teacher asking, ¿De cuál ejercicio?, to which Clark has answered, Del ejercicio número seis. The conversation continues.)

	Profesor
ése	that one
comprensión	comprehension
el de-comprensión	the comprehension one
Ese es ...	that one is ...
... el de-comprensión	... the comprehension one
¿verđađ?	true?
¡Ah! Ese es el de-comprensión, ¿verđađ?	Ah! That one's the comprehension one, isn't it?
	Clark
Sí, señor. El de comprensión.	Yes, sir. The comprehension one.
	Profesor
tiene	having (You-form, present)
razón	reason
Tiene razón.	You're right.
frase	sentence, phrase
esa frase	that sentence
difícil	difficult
un poco difícil	a little difficult
Esa frase es un poco difícil.	That sentence is a little difficult.
	Clark
decir	saying (neutral form)
quiere đecir	it wants to say
sé	knowing(things),(I-form, present)
no sé	I don't know
qué quiere đecir	what it means
No sé qué quiere decir.	I don't know what it means.
	Profesor
inglés	English
en inglés	in English
Bueno, en inglés quiere đecir 'He can't leave until tomorrow.'	Well, in English it means 'He can't leave until tomorrow.'

Clark

¿De ~~v~~eras?	Really?
creía	thinking (I-form past)
creía que ...	I thought that ...
creía que era	I thought that it was
algo	something
creía que era algo más	I thought that it was something more
más complica~~d~~o	more complicated.
Creía que era algo más complica~~d~~o.	I thought it was something more complicated.

Observations

and

Practice

1. ¿De ~~v~~eras?

This phrase is closer to English 'Really?' than ¿Ah, sí? is. Neither one has a direct equivalent in English. ¿Ah, sí? is more a reaction, such as an exclamation, whereas de ~~v~~eras can be used in many more circumstances where English would have 'really'.

Es, de ~~v~~eras, una frase difícil.	'It's really a difficult sentence.'
El de comprensión es, de ~~v~~eras, un ejercicio fácil.	'The comprehension one is really an easy exercise.'

2. Nouns and their modifiers.

A noun may be modified by a word that is called an 'adjective', as in the following:

Noun	Adjective	
the daughter	tall	= the [tall] daughter
the car	big	= the [big] car
the girl	married	= the [married] girl

Or, a noun may be modified by another noun, as in the following:

Noun	Modifying noun	
the sauce	apple	= the apple sauce
the hat	summer	= the summer hat
the car	box	= the boxcar
the plane	air	= the airplane

In either case, English likes to place the modifying word before the noun. As you saw in Unit 11, Spanish likes to place the modifying word after the noun, as in:

la ħija alta

la ħija casađa

Etc.

When the modifying word is a noun, Spanish prefixes de- to the modifying noun, as in:

'the comprehension exercise'	el ejercicio đe-comprensión
'the Spanish office'	la oficina đe-español
'the pipe wrench'	la llav̸e đe-tuƀo

Practice 1.

Here is a list of nouns accompanied by modifiers. For the purpose of this exercise, we have chosen words which are unknown to you. Which ones of the following phrases contain modifiers that are nouns and which ones contain adjectives?

1. la mancha đe-aceite
2. el casco đe-seguriđađ
3. la princesa rica
4. los ħijos mayores
5. la rana ƀoƀa
6. el escritorio đe-acero
7. la tela metálica
8. la tela đe-algođón
9. el piso đe-loza
10. el lápiz amarillo

(Answers: Nos. 1, 2, 6, 8, and 9 contain modifying nouns, as revealed by the prefix de-; Nos. 3, 4, 5, 7, and 10 contain adjectives since these are not prefixed by de-.)

Practice 2.

Here is a list of modified nouns, sometimes modified by an adjective, and other times by a noun. Again we have chosen a vocabulary that is unknown to you. By checking with the English meanings, find both the Spanish nouns and their modifiers, and give the English meanings of each.

For example, in the case of la casa đe-paja (the straw house) you should identify casa as 'house' and paja as 'straw'.

1. la llav̸e đe-tuƀo = 'the pipe wrench'

2. la llav̸e d̸e-b̸ujía = 'the sparkplug wrench'
3. la mancha d̸e-aceite = 'the oil stain'
4. el casco d̸e-segurid̸ad̸ = 'the safety helmet'
5. la rana b̸ob̸a = 'the foolish frog'
6. el piso d̸e-loza = 'the tile floor'
7. el escritorio d̸e-acero = 'the steel desk'
8. el lápiz amarillo = 'the yellow pencil'
9. la d̸ama rica = 'the rich lady'
10. la h̸oja d̸e-nav̸aja = 'the razor blade'

3. The shortened forms of modified nouns.

In English, if someone said, 'Bring us the large demographic map' and the listener didn't quite hear, the listener would ask, 'Which one?' The reply more than likely would be, 'The large one'. In grammatical terminology, we refer to the phrase 'The large one' as the 'shortened form' of the longer phrase 'The large demographic map.'

Spanish shortens these phrases by simply dropping the noun and keeping the modifier.

el ejercicio d̸e-comprensión : 'the comprehension exercise'
el ... d̸e-comprensión : 'the comprehension one'

las sillas cómod̸as : 'the comfortable chairs'
las ... cómod̸as : 'the comfortable ones'

los hospitales d̸e-Washington : 'the Washington hospitals'
los ...... d̸e-Washington : 'the Washington ones'

la h̸ija alta : 'the tall daughter'
la ..... alta : 'the tall one'

Practice 3.

Write each of the following phrases in its short form, and be prepared to give its short-form meaning in English.

1. el ejercicio d̸e-comprensión
2. los ejercicios d̸e-comprensión
3. las h̸ijas solteras
4. los h̸ijos casad̸os
5. el profesor d̸e-Boston
6. la lección de-español

7. los liƀros de-español
8. el profesor alto
9. las salas đe-clase
10. las fiestas đe-Colombia
11. los carros đe-México
12. la mesa đe-México
13. las sillas đe-clase

4. Words that are 'meaningless but mandatory'

Every language contains a number of words which seem to be superfluous, but without which we cannot get along. To the native speaker, even though these words may not have any meaning at all, they are indispensable and 'dear to his heart'. For a foreigner to drop one of these out of a sentence seems almost sacrilegious and unforgivable. In English, the word 'to' in one of its uses is just this kind of word that is 'important' to the native speaker of English. For instance, we would never think of dropping it out of this sentence: 'Bill gave the took to him.' And for a foreigner to say 'Bill gave the book him' without the 'to' is unforgivable. 'To' to a native speaker of English is an indispensable word. It would be ridiculous to drop it in a sentence like the one mentioned above, or in 'He went to the house.'

Just how important is this word? Not very, really. We seem to get along fine without it in sentences like 'Bill gave ? him the book' and 'He went?home'. What makes it 'important' and 'necessary' is the fact that, in certain places, this word 'to' is used by all people who speak normal English. That is, whether or not it is logical, or meaningful or necessary, it is normal; to not use it 'when you are supposed to' would be abnormal.

Spanish has its share of 'meaningless but mandatory' words. The kind that we are beginning to consider here occur with verbs.

For example, the 'formula' for expressing the idea of 'having just (done something), as in 'I have just finished my lesson', is:

acaƀar .... de - ____________-r

Let's examine this formula step by step.

1. acaƀar is the verb. This much of the 'formula' changes to indicate, as with all verbs, who is doing this action.
2. ____-r is the space to be occupied by the verb that represents what you have just done. The -r indicates that the neutral form always occurs in this formula.
3. de- is one of these meaningless but mandatory words. It has no meaning, but you must use it.

4. - - -> represents that the *de-* is in the sentence simply because *acaƀar* is in the sentence. That is, you can blame *acaƀar* for having to put *de-* into the sentence. It is, in effect, a part of *acaƀar*.

5. .... represents the fact that it is possible to have other words fall between *acaƀar* and *de-*.

6. The hyphen on *de-* represents that even though *acaƀar* and *de-* are related to each other, this *de-* is to be placed with the neutral form, directly in front of it.

Thus, 'I have just prepared the lesson' would be:

I-form, present : *Acaƀo*

What you have just done : *preparar*

Which is preceded by : *de-(preparar)*

Acaƀo đe- preparar la lección.

Or, 'I have just, this minute, finished the lesson.

Acaƀo, este minuto, de- terminar la lección.

The He-form, present of *acaƀar* is *acaƀa*.

Therefore,

'He has just received it.

Acaƀa đe-reciƀirlo.

'Have you just confirmed it?'

¿Usted acaƀa đe-confirmarlo?

Etc.

The they-form, present, is *acaƀan*, and the We-form is *acaƀamos*.

Then,

'They have just written it.

Acaƀan de-escriƀirlo.

'We have just decided it.

Acaƀamos đe-đeciđirlo

Practice 4.

What do the following sentences mean?

1. Acab̸o d̸e-recib̸irlo.
2. Acab̸amos d̸e-estud̸iarla.
3. Quiero estud̸iarla.
4. José quiere estud̸iar mucho.
5. Sí, señor. Acab̸amos d̸e-recomendarlo.
6. Jones acab̸a d̸e-llev̸ar a su-h̸ijo al h̸ospital
7. María acab̸a d̸e-llev̸ar el lib̸ro al profesor.
8. ¿José y Nora? No, señor, no están aquí. Acab̸a d̸e-salir.
9. ¿Usted̸ acab̸a d̸e-estud̸iarla?
10. ¿Qué acab̸a d̸e-escribir usted̸?

Practice 5. (Recorded)

You will be asked if you have just done such-and-such. Admit that you have just done so. Be sure to respond before the voice on the tape gives you the right response, and be sure you learn to use the right rhythm.

Variations

Comprehension. (Recorded)

What do the following mean? Be sure to let your instructor know of any that are not immediately clear to you.

Corrections.

Each of the following has one mistake. Rewrite the items correctly.

1. Sánchez acab̸o d̸e-prepararlo.

   ____

2. José quiere d̸e-estud̸iar más.

   ____

3. ¡Cómo no! La-conozco. Es la h̸ija d̸e mayor.

   ____

4. Sí, señor. José piensa v̸enderlo ayer.

   ____

5. ¿Cuál? ¿El comprensión?

____

6. Sánchez quiero recib̸irlo aquí.

____

7. María y Nora acab̸a de-estud̸iar mucho.

____

8. ¿Usted̸es acab̸a d̸e-confirmarlo?

____

9. Nora piensa d̸e-llev̸ar a mi h̸ijo.

____

10. Mañana acaban de v̸enderlo.

____

Practice 6. Response drill. (Recorded.)

You will hear the following phrases asked as questions. You are to reply with 'yes' followed by the shortened forms. Make your response before you hear the correct answer.

Example: ¿Las hijas solteras? ('The single daughters?')

Your response: Sí, las solteras. ('Yes, the single ones.')

1. ¿Las h̸ijas solteras?
2. ¿Los h̸ijos casad̸os?
3. ¿Las fiestas d̸e-Colombia?
4. ¿El hijo casad̸o?
5. ¿El profesor d̸e-Boston?
6. ¿La fiesta d̸e-Gómez?
7. ¿La mesa d̸e-México?
8. ¿El libro d̸e-español?
9. ¿El profesor alto?
10. ¿La h̸ija alta?
11. ¿La h̸ija casad̸a?
12. ¿Las fiestas d̸e-Colombia?
13. ¿El profesor d̸e-México?
14. ¿Los ejercicios d̸e-ayer?
15. ¿Los ejercicios d̸e-h̸oy?
16. ¿La lección de-español?
17. ¿Los lib̸ros d̸e-español?
18. ¿Los h̸ijos solteros?
19. ¿El h̸ijo alto?
20. ¿El h̸ijo d̸e-Gómez?

Practice 7. Response drill. (Recorded.)

Model: (Acab̸amos)d̸e-v̸enderlo. 'We have just sold it.'

Example: ¿Y José?

Your response: Acab̸a d̸e-v̸enderlo. 'He has just sold it.'

Applications

Part 1.

How would you say the following thoughts in Spanish? (Do not translate anything that is in parentheses.)

1. Yesterday's lesson or today's? 2. Yesterday's or today's?
3. The Spanish one (i.e. 'book'). 4. The Spanish one (i.e. 'the lesson')
5. The Spanish book. 6. The Spanish ones (i.e. 'book'). 7. The English
lessons. 8. The English ones (i.e. 'lessons'). 9. The big one (i.e.
'chair'). 10. The Colombian book. 11. The Colombian one (i.e. 'book).
12. The American one (i.e. 'hospital'), 13. I have just finished the lesson.
14. I have just finished it (i.e. 'the lesson'). 15. We have just finished it.
16. We have just received it. 17. I have just left. 18. José has just
left. 19. He has just taken him to the hospital. 20. The hospital has
just received him. 21. The hospital has just received her. 22. They
have just recommended her. 23. He has just decided it. 24. He has just
written it. 25. He has just gone to the office. 26. Do you want to
prepare it? 27. No, I don't want to prepare it. 28. He wants to take
her tomorrow. 29. Which one? The comprehension one? 30. Which one? The
married one? (i.e. 'daughter')? 31. The single one ('daughter')?
32. The older one ('daughter')? 33. The one dancing with José? 34. The
tall one ('daughter')? 35. The easy one ('sentence'). 36.The complicated
one ('exercise')? 37. The difficult one ('sentence')? 38. The Colombian
('girl')? 39. The American ('man'), or the American ('girl')? 40. The
comprehension one ('sentence')? 41. Gee! Were they so difficult? 42. I
don't understand sentence number 6. 43. I don't know sentence number 10.
44. You're right. That sentence is a little easy. 45. Did you write the
exercises? 46. Yes, I wrote all of them. 47. You're right. He's not
here. 48. You're right. He's not in his office. 49. You're right. The
teacher is in his class. 50. I don't know. I don't understand that.
51. I know her. 52. I don't know her. 53. I know the exercise.

54. I don't know it (exercise). 55. In English, it means 'Hello'. 56. I don't know what it means in English. 57. I thought it was easy. 58. I thought it was José. 59. I thought it was difficult. 60. I thought it was more difficult. 61. I thought it was easy. 62. I thought it was easier. 63. I thought it was something more complicated. 64. I thought it was something much more complicated. 65. I thought it was something much more difficult. 66. I thought it was something much easier. 67. You're right. I prepared all of them last night. 68. You're right. I received all of them last night. 69. I sold all of them. 70. I recommended all of them.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Qué ejercicio es el número seis? ¿El de-comprensión?
2. ¿Cómo es la frase número cuatro?
3. ¿Qué quiere đecir 'acaƀar de'?
4. ¿Qué quiere đecir la frase 'acaƀamos đe-đeciđirlo' en inglés?
5. ¿Qué quiere đecir '¿De v̸eras?'?
6. ¿Qué quiere đecir 'creía'?
7. ¿Qué quiere đecir, 'Tiene razón'?
8. ¿Qué quiere đecir 'He can't leave until tomorrow'?
9. ¿Usteđ creía que el español era fácil?
10. ¿El señor Clark tiene razón?

Part 3.

Be prepared to be engaged by your instructor in the following conversations:

A:

Hi, José! How are you?

-----Fine, thanks. And you?
So-so. Where's that (esa) girl?
-----Which one?
The American (one).
-----I don't know her.
Yes. You know her. She's a tall girl.

-----Oh, the tall one? Yes, you're right.
I know her.
Well, where is she?
-----Gee, I don't know! She's in the office, I believe.
Thanks!

B:

José! When do you plan to leave?
-----I don't know. Tomorrow, I believe.
Are you planning to leave tomorrow also?
No. In ten minutes.
-----In ten minutes?! Is Gómez planning to go with you or with me?
With me, I believe.
-----Really? I'm glad! I don't want to go with Gómez.

C:

Hey, Clark! Did you write the sentences?
---I should say so! I wrote all of them in five minutes.
Were they so easy?

-----Yes, they were very easy.
When did you write them?
-----I wrote them last night.

D:

Say, Jones! I don't understand that sentence. What does it mean?
-----Which one?
Number five.
-----From which exercise?
From exercise eight.
-----That's the comprehension one, I believe.
Yes. The comprehension one.
-----Number five... Oh, that sentence isn't so difficult.
It is, really, very easy.
Really? What does it mean?

-----Yes, it's very easy.
I'm glad, but --- what does it mean?
-----I didn't study a lot last night, but I know all the exercises.
Fine! And I'm glad! But, the sentence?
-----Which sentence?
The number five one.
-----Oh, the number five one. Well, really, I'm very sorry. I don't know what it means.
Gee! I thought that it wasn't so difficult... I thought that it was very easy!
-----Well, really, that sentence is very complicated.

END OF UNIT 13

UNIT 14

INTRODUCTION

(Recorded)

Part 1.

In this series, a special effort has been made to list words which are especially difficult to pronounce accurately because of strong interference from English. Dividing each word into syllables is the most useful start to pronouncing them right.

1. Write this word in syllables in the spaces shown.

posib̸ilid̸ad̸: __ - __ - __ - __ - ___

(po-si-b̸i-li-d̸ad̸)

Now, pronounce it, then check to see if you have learned the correct rhythm.

.... ( ) ( )

2. Do the same with this one.

electricid̸ad̸: _ - ___ - ___ - __ - ___

(e-lec-tri-ci-d̸ad̸)

.... ( ) ( )

3. Do the same with this one.

H̸istoria: ___ - __ - ___

(H̸is-to-ria)

.... ( ) ( )

4. Do the same with this one.

contrario: ___ - ___ - ___

(con-tra-rio)

.... ( ) ( )

5. Do the same with this one.

temporario: ___ - ___ - __ - __

(tem-po-ra-rio)

.... ( ) ( )

6. Do the same with this one.

digestib̸le: __ - ___ - __ - ___

(di-ges-ti-b̸le)

.... ( ) ( )

7. Do the same with this one.

tangib̸le: ___ - ___- ___

(tan-gi-b̸le)

.... ( ) ( )

8. Do the same with this one.

indulgente: __ - ___ - ___ - __

(in-dul-gen-te)

.... ( ) ( )

9. Do the same with this one.

inteligente: __ - __ - __ - ___ - __

(in-te-li-gen-te)

.... ( ) ( )

10. Do the same with this one.

imperceptib̸le: __ - ___ - ___ - __ - ___

(im-per-cep-ti-b̸le)

.... ( ) ( )

11. Do the same with this one.

triv̸ial: __ - ___

(tri-v̸ial)

.... ( ) ( )

12. Do the same with this one.

racial: __ - ___

(ra-cial)

.... ( ) ( )

13. Do the same with this one.

proficiente: ___ - __ - ___ - __

(pro-fi-cien-te)

.... ( ) ( )

14. Do the same with this one.

negligente: __ - ___ - ___ - __

(ne-gli-gen-te)

.... ( ) ( )

15. Do the same with this one.

miserab̸le __ - __ - __ - ___

(mi-se-ra-b̸le)

.... ( ) ( )

16. From now on, we will let you find out how well you have learned to read new words correctly. If necessary, mentally divide a word into syllables. Then say it, smooth it out, and check with the tape. Though some of these words are identical to English, they are, of course, Spanish.

interminab̸le: .... ( ) ( )

17. Read aloud, and check.

equiv̸alente: .... ( ) ( )

18. Read this one:

ocasional: .... ( ) ( )

19. And this one:

indecente: .... ( ) ( )

20. profesional: .... ( ) ( )

21. h̸orrib̸le: .... ( ) ( )

22. terrib̸le: .... ( ) ( )

23. social: .... ( ) ( )

24. This next word presents a special problem with the first syllable. Listen and repeat.

( )X ( )X ( )X

25. This is the first syllable of that word.

au- : ( )X ( )X

26. Now, repeat the word.

( )X ( )X ( )X

27. Now, look at it and say it.

auto: .... ( ) ( )

28. Here is another word with that same, difficult syllable. Listen and repeat.

( )X ( )X ( )X

29. Now, look at it and say it.

autor: .... ( ) ( )

30. Read this one, and check.

autoridad: .... ( ) ( )

31. Listen to the rhythm of a certain word represented by the syllable ta.

( ) ( ) ( )

32. Listen to the word itself. Don't repeat, just listen:

( ) ( ) ( )

33. Here is another word represented by the syllable ta. Listen only.

( ) ( ) ( )

34. Listen to the word itself. Don't repeat.

( ) ( ) ( )

35. Here is a list of such words that are stressed three syllables from the end. Listen for the rhythm. Don't repeat.

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )

36. Now, read these, and check.

1. físico: .... ( ) ( )
2. fantástico: ... ( ) ( )

3. democrático:...... ( ) ( )
4. económico:........ ( ) ( )
5. cosmético: .... ( ) ( )

37. Practice reading these.

1. narcótico: .... ( ) ( )
2. típico: .... ( ) ( )
3. microscópico: .... ( ) ( )
4. ħipnótico: .... ( ) ( )
5. fotográfico: ..... ( ) ( )

38. Here are some new words and phrases taken from the material of this Unit. Practice reading these. and check your pronunciation.

1. se-đice: .... ( ) ( )
2. ese: .... ( ) ( )
3. dicho: .... ( ) ( )
4. ese-đicho: .... ( ) ( )
or, ( ) ( )
5. existe: .... ( ) ( )
6. a ɏeces: .... ( ) ( )
7. se-pueđe: .... ( ) ( )
8. fastiđies: .... ( ) ( )
9. usarlo: .... ( ) ( )
10. siempre: .... ( ) ( )
11. me-está .... ( ) ( )
or, m(e)-está: .... ( ) ( )
12. molestando: ...... ( ) ( )
13. esta-noche........ ( ) ( )
14. sin: .... ( ) ( )
15. quién: .... ( ) ( )

Dialog

Review.

Spanish	English counterwords and counterphrases
Clark	
se-d̸ice	one says
¿Cómo se-d̸ice ...	How does one say...
Señor, ¿cómo se-d̸ice 'Drop dead!'?	Sir, how do you say 'Drop dead!'?
Profesor	
dicho	saying
ese-	that
ese-d̸icho	that saying
existe	existing (he-form, present)
no existe	doesn't exist
ese-d̸icho no existe	that saying doesn't exist
en español	in Spanish
Ese-d̸icho no existe en español.	That saying doesn't exist in Spanish.
a v̸eces	at times
se-pued̸e	one can
se-pued̸e d̸ecir	one can say
a v̸eces se-pued̸e d̸ecir	at times one can say
fastid̸ie	(there is no accurate counterword in English for this.)
no fastid̸ie	
Pero, a veces se-pued̸e d̸ecir '¡No fastid̸ie!'	But, at times you can say '¡No fastid̸ie!'
Clark	
Muchas gracias.	Thanks a lot.
usar	using (neutral form)
quiero usarlo	I want to use it
Quiero usarlo con Jones.	I want to use it with Jones.
Profesor	
¿De v̸eras? ¿Por qué?	Really? Why?

Clark

molestando	bothering
está molestando	is bothering
me-está molestando	is bothering me
siempre	always
siempre me-está molestando	he's always bothering me
Porque siempre me-está molestando.	*Because he's always bothering me.*
¡Oiga, Jones! ¡No fastiđie!	*Say, Jones! Drop dead!*

Observations and Practice

1. *¡No fastiđie!*

This expression does not mean 'Drop dead'. It is used, however, in many of the situations where the English expression would be used, and it carries about the same connotations of rejection. But there are some instances where the two are not comparable. *¡No fastiđie!* is what a person says as a rejection to what somebody is *doing* or *saying*. With reference to where it can be used, it parallels the situations in which we would say 'Quit it!', or 'Quit bothering me!', or 'Go on!' (an expression of disbelief in English). Thus, it is used as a *response* to something somebody is doing or saying. This response is frequently expressed in English with 'Drop dead!'

2. *Esa- ese-* (Demonstratives. Part 2.)

In Unit 8 you learned how to use *eso* and *esto*. An attempt was made then to associate the meanings of these words with 'that doo-hickey' or'this thing', 'this doo-hickey' as a means of differentiating them from another set of words that mean approximately the same thing but which are *grammatically* different. Since they are grammatically different, the two sets are not used the same way and are, therefore, not interchangeable.

In Unit 13 you observed *esa-* in *esa-frase*, and in this Unit you have observed *ese-* in *ese-đicho*. Both of these are part of this second set of words. The grammatical difference is that both *esa-* and *ese-* are used when the word 'that' is followed by a noun. *Esa-* is used with feminine nouns, and *ese-* with masculine nouns. *Eso* and *esto* are used alone, without nouns. (There is more to this difference, but we will delay describing the whole picture until later in order to avoid confusing you.)

Therefore, 'that-liƀro' would have to be *ese-liƀro*, *not* '*eso liƀro*' since 'eso' is the form used when there is no noun.

We refer to ese- and esa- as 'bound forms', that is, forms that are tied in with something that follows them. For this reason, we are using a hyphen ('-') to remind you which ones are the bound forms.

Practice 1.

How would you say these thoughts in Spanish?

1. that-book
2. that-car
3. that (thing)
4. this (thing)
5. that-lesson
6. that-girl
7. that (thing)
8. that-teacher (a man)
9. that-wife
10. that-party

11. that-class
12. that (thing)
13. that-number
14. that-American (girl)
15. that-American (man)
16. that-chair
17. that-office
18. that-Colombian (man)
19. that-exercise
20. that-table

3. Practice with modifiers

Here is a group of modifiers the meanings of which should be obvious to you.

a. moderno
b. famoso
c. necesario
d. exclusivo

The above modifiers change, like alto, according to whether they refer to a masculine or to a feminine something.

Practice 2. (Recorded.)

Here is a list of 10 nouns. You will hear each one announced in English, by its number, and each announcement will suggest how to modify the noun. You are to respond with the proper phrase.

Example:

(You will hear): Number 5'.......' 'a modern one'

Your response: una chica moderna

The correct response will follow your response. Be sure to repeat this exercise until you can make all of your responses without any effort on your part.

Another example:

(You will hear) 'Number 7' ... 'some modern ones'

Your response: unos liƀros mođernos

1. lección
2. mesa
3. ejercicio
4. sofá (masculine)
5. chica
6. invitación (feminine)
7. liƀros
8. lecciones
9. mesas
10. ejercicios

4. Practice with We- and They- forms, -er and -ir verbs.

Practice 3. Review of I- and He- forms. (Recorded.)

You will hear a series of questions addressed to you. Reply by admitting it. All mean 'Did you (do something)?' If you hear lo- or la- in the question, keep it in your response.

Most questions involve -er and -ir verbs, but there are a few -ar verbs also.

Make your response before you are given the correct answer.

Practice 4. We- and They- forms. (Recorded.)

You will now hear questions addressed to you and your friend. You are to reply for both of you, admitting it.

It may be advisable to listen to a few of these first, then start from the beginning again, producing your response.

Practice 5. (Recorded.)

Now, answer according to the following indications. (Same questions of Practice 4.)

1. Admit it.
2. Admit it.
3. Deny it.
4. Deny it.
5. Deny it.
6. Admit it.
7. Deny it.
8. Deny it.
9. Admit it.
10. Admit it.
11. Deny it.
12. Deny it.
13. Deny it.
14. Admit it.
15. Admit it.
16. Admit it.
17. Deny it.
18. Deny it.
19. Admit it.
20. Admit it.

5. 'We can...' and 'We want...'.

Here are the four forms of 'wanting':

quiero ir : 'I want to go'
queremos ir : 'We want to go'
quiere ir : '(He) wants to go'
quieren ir : '(They) want to go'

Notice that there is no 'i' in 'We want'.

Here are the four forms of 'being able (to do something)':

pueđo ir : 'I can go'
pođemos ir : 'We can go'
pueđe ir : '(He) can go'
pueđen ir : '(They) can go'

Notice that the We-form has an 'o' where the others have 'ue'.

Practice 6.

What do the following mean in English? If in doubt, check with Practice 7.

1. Quiero confirmarlo mañana. 2. ¿Usted piensa queđarse aquí?
3. ¿Usted quiere queđarse aquí? 4. No queremos đefenderlo ħoy.
5. No queremos escriƀir eso. 6. José y Nora quieren estuđiar conmigo.
7. Queremos salir a las ocho. 8. No queremos salir a las cinco.
9. No quiero ir ħoy; quiero ir mañana. 10. Usted tiene razón; no
pueđo ꝟender el carro. 11. No pueđo terminarlo mañana. 12. Pueđo
ir con usteđ, si quiere. 13. Gracias, pero no pueđo porque no traje
mi carro. 14. ¿José? No pueđe salir ħoy. 15. ¿María? No pueđe ir
con usteđ. 16. Sí, claro. María y Nora pueđen prepararlo.
17. ¿Usteđes pueđen terminarlo ħoy? 18. Queremos, pero no pođemos.
19. Pođemos, pero no queremos. 20. ¿Qué pasó? ¿José no pueđe reciƀirnos
ħoy? 21. Lo siento, pero no pueđo ir con usteđ porque no
quiero ir a la clase. 22. Lo siento, pero Nora no pueđe ir ħoy
porque quiere estuđiar mucho. 23. Lo siento, pero Nora no pueđe
queđarse aquí ħasta las điez. 24. José y Nora no pueđen ir ħasta
mañana. 25. Sí, pero no pođemos ir hasta mañana. 26. ¡Cómo no!

Pod̸emos recomendar eso. 27. Pero, si quieren, usted̸es pued̸en terminar eso mañana. 28. No pod̸emos terminar la lección número d̸iez porque no queremos. 29. El niño no pued̸e escrib̸ir porque no quiere. 30. ¿De v̸eras? ¿Usted̸ no pued̸e d̸efenderlo?

Practice 7.

1. I want to confirm it tomorrow. 2. Do you plan to stay here? 3. Do you want to stay here? 4. We don't want to defend it today. 5. We don't want to write that. 6. José and Nora want to study with me. 7. We want to leave at 8:00. 8. We don't want to leave at 5:00. 9. I don't want to go today; I want to go tomorrow. 10. You're right; I can't sell the car. 11. I can't finish it tomorrow. 12. I can go with you, if you want to. 13. Thanks, but I can't because I didnt bring my car. 14. José? He can't leave today. 15. María? She can't go with you. 16. Yes, of course, María and Nora can prepare it. 17. Can 'you-all' finish it today? 18. We want to, but we can't. 19. We can, but we don't want to. 20. What happened? José can't receive us today? 21. I'm sorry, but I can't go with you because I don't want to go to class. 22. I'm sorry but Nora can't go today because she wants to study a lot. 23. I'm sorry, but Nora can't stay here until 10:00. 24. José and Nora can't go until tomorrow. 25. Yes, but we can't go until tomorrow. 26. Sure! We can recommend that. 27. But, if 'you-all' want to, 'you-all' can finish that tomorrow. 28. We can't finish lesson number 10 because we don't want to. 29. The boy can't write because he doesn't want to. 30. Really? You can't defend it?

Variations

1. Comprehension. (Recorded)

   What do the following mean? Be sure to let your instructor know any that are not immediately clear to you.

2. Corrections.

   Each of the following has one mistake. Rewrite the items correctly.

   1. Esa lección es una lección famoso.

      ____

   2. Quiero estud̸iar unos lib̸ros exclusiv̸o.

      ____

   3. Sí, terminé con eso-lib̸ro anoche.

      ____

   4. No, José y Gómez no pued̸e ir hasta mañana.

      ____

   5. ¡Claro! Pued̸emos ir en diez minutos.

      ____

   6. Sí, pued̸en terminar, si quiere.

      ____

   7. ¿Usted conoce ese chica?

      ____

   8. ¿Cuál ejercicio? ¿El comprensión?

      ____

   9. María acab̸a recib̸irlo.

      ____

   10. No quiero los ejercicios de-ayer; quiero los mañana.

       ____

3. Transformation drill. (Recorded)

Change each sentence you hear according to the model shown. (Note: This is an easy exercise and, therefore, its usefulness might be overlooked. The purpose is not to test your skill, but to DEVELOP your skill in making a rapid, grammatical change. Therefore, respond as quickly as you can. Repeat this exercise a few times in order to develop this skill of rapid manipulation.)

Model: 'Es una mesa mođerna.'

Your response: Son unas mesas mođernas.

4. Substitution drill.(Recorded)

Change the model sentences as required by the suggested substitute word. (Again, keep in mind that we are developing a skill, not testing it.)

Model 1:

'Es una lección mođerna.'

Substitute: ..... liƀro ...

Your response: 'Es un liƀro mođerno.'

(There are ten substitutes for Model 1.)

Model 2:

'Creía que era una lección famosa.'

(There are ten substitutes.)

Model 3:

'Sí, ayer traje ese-liƀro mođerno.

(There are ten substitutes.)

Model 4:

Note that, just as es changes before a plural, era will also change. In this case, era changes to eran.

'Creía que era una chica famosa.'

Substitute: chicas

Your response: 'Creía que eran unas chicas famosas.

(There are fifteen substitutes.)

Applications

Part 1.

How would you say the following thoughts in Spanish?

Note: 'One can' = se-pueđe
'One can't' = no se-pueđe

1. That saying doesn't exist in English. 2. That book doesn't exist here. 3. I should say so! That saying exists in Spanish. 4. Yes, at times. 5. Yes, at times one can say that. 6. Yes, at times one can say that in Spanish. 7. At times, that doesn't exist in Spanish. 8. Sometimes (i. e. at times) yes, sometimes no. 9. One can say this... sometimes. 10. Sometimes, one can say that. 11. Yes, at times you (i. e. 'one') can say that. 12. You (i. e. 'one') can say this... sometimes. 13. Yes, at times a person (i. e. 'one') can say that. 14. Of course! I can say that. 15. José can say that, too. 16. ¿Can I say that in Spanish? 17. ¿Can a person (i. e. 'one') say that in Spanish? 18. Yes, a person can say that. 19. Yes, a person can use that. 20. No, you (i. e. 'a person') can not use that here. 21. No, you (i. e. 'a person') can not use this in the office. 22. Yes, at times I can use it. 23. And José can use it, too. 24. But you can't use it because you are not Colombian (remember, if speaking to a man: colombiano; if speaking to a woman: colombiana). 25. Yes, at times I can say it. 26. And José can say it, too. 27. But you can't say it because you aren't Colombian. 28. But, at times you (i. e. 'one')can say ¡No fastiđie! 29. Sometimes you (i. e. 'a person') can say that in English, but not in Spanish. 30. Can I say that in Spanish? 31. Can a person say that in Spanish? 32. Can María say that in Spanish, too? 33. When can you (i. e. 'a person') say that in Spanish? 34. Where can you (i. e. 'a person') say that? 35. How do you say 'Drop dead!'? 36. How do you say 'Good Heavens!' in Spanish? 37. When do you say that? 38. Sometimes you can say that, but not always. 39. When do you say 'Please!'? 40. Can you say that sometimes? 41. Yes, sometimes you can say that, but not always. 44. How do you say 'Come here!'? 42. You say ¡Venga aca! 43. And, if I want to say 'Come tomorrow' does one say 'Venga mañana'? 44. Yes, you're right; you (i. e. 'a person') say 'Venga mañana'. 45. Very well. And if I

want to say 'Don't come tomorrow', do you say 'No venga mañana'? 46. You're right; you say that. 47. Fine! And if I want to say 'Don't come to my office', does one say 'No venga mi-oficina'? 48. No, you don't say that; you say 'No venga a mi-oficina'. 49. Really? Why? 50. I don't know. 51. Gee! I thought it was something more complicated, but this is pretty easy.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Cómo se-dice '¡No fastiđie!' en inglés?
2. ¿Usteđes pueđen decir ese-đicho siempre?
3. ¿Usteđ pueđe usarlo con su-esposa?
4. ¿Con quién quiere usar Clark ese-đicho?
5. ¿Usteđes pueđen usar ese-đicho con el profesor?
6. ¿Por qué quiere usarlo con el profesor?
7. ¿Quién está molestando? ¿Usteđ o el profesor?
8. ¿Qué quiere đecir 'molestando'?
9. ¿Qué quiere đecir '¿De ƀeras?'?
10. ¿Existen más đichos en español?
11. ¿Cómo se-đice I have just prepared the lesson?
12. ¿Usteđes pueđen decir esto en español?

    I know that he understands it.

    I know her.
13. ¿Qué lección acaƀamos đe terminar?
14. ¿Usteđ entiende las lecciones siempre o a ƀeces?

Part 3.

Be prepared to be engaged by your instructor in the following conversation:

A:

Hi, Bill! How're you doing!

-----Very well! And you?

So-so. Can you study tonight? (esta-noche)

-----Study what?

Lesson 10.

-----Why?

Because I want to study with you.

-----Is it a difficult lesson?

I thought it was a little difficult.

-----You're right. It is a little difficult.

B:

Hey, Jones! How do you say 'Gee!'?

-----You say ¡Caramba!

And how do you say 'Come here!'?

-----You say ¡Venga acá!

Can I use it with my teacher?

-----Sure. At times. Sometimes yes, sometimes no.

When can I not use it?

-----I don't know. I don't understand it very well.

C:

Hey Bill! Come here!

-----Who, me? (¿Quién, yo?)

Yes, you! Did you finish early?

-----Who, me? Come off it! (i.e. 'Drop dead!')

Why?! What happened?!

-----I didn't have time.

Was it so difficult?

-----Not so difficult, but pretty difficult.

When do you plan to finish?

-----Tonight, I believe.

Say, what is the meaning of tampoco?*

-----In English that means 'either' or 'neither'.*

Can I say 'Yo tampoco'?

----- Yes, of course.

What does it mean?

-----It means 'Me, neither', or 'Me, either'.

How do you say 'I didn't have time either'?

-----You say, No tuve tiempo tampoco.

Can I say Tampoco no tuve tiempo?

-----Well, yes, but it's better to say Tampoco tuve tiempo.

Without no?(¿Sin 'no'?)

-----Yes, without no.

*Note: Don't forget that 'is the meaning of' or 'means' = quiere decir.

END OF UNIT 14

UNIT 15

Introduction

1. This is the way you say 'I recommended *her* to the teacher':

La-recomendé al profesor.

2. This is the way you say 'I recommended that book *to her*':

Le-recomendé ese-lib̸ro.

3. What new word appears in No. 2 above?

(le-)

4. Compare the following English sentence with its Spanish translation:

'I sent that book to her.'
Le-mandé ese-lib̸ro.

What two words does English use for *le*-?

(to her)

5. This is 'I recommended him to the teacher'.

Lo-recommendé al profesor.

6. This is 'I recommended that book to him':

Le-recomendé ese-lib̸ro.

7. What two words does English use for '*le*-' in the above sentence?

(to him)

8. Does Spanish make a difference between 'to him' and 'to her'?

(No.)

9. Complete this sentence in the meaning of 'I sold my car to him'.

__ - v̸endí mi-carro.

(Le-)

10. Complete this sentence in the meaning of 'I sold my car to her'.

__ - v̸endí mi-carro.

(Le-)

11. What 'word' does Spanish use for 'to him' or 'to her'?

(le-)

12. Complete the following sentence in the meaning of 'I recommended him'.

___ - recomendé.

(Lo-)

13. Complete this one: 'I recommended her'.

___ - recomendé.

(La-)

14. Fill the following blanks:

a. him = ___

b. her = ___

c. to him/to her = ___

(a.lo-; b.la-; c.le-)

15. If we let this symbol /___/ represent 'him' or 'her', a sentence would look like this:

'I know /___/.'

/___/-conozco.

16. That is, '/___/-conozco' stands for 'I know /him/', or 'I know /her/'.

17. And 'I recommended him' would be

/___/-recomendé.

18. And 'I recommended her' would also be

/___/-recomendé.

19. If we let this symbol '(______)' represent 'to him' or 'to her', a sentence would look like this:

'I sold my car (______).'

(______)-~~v~~endí mi carro.

20. That is. '(______)-~~v~~endí mi carro, stands for 'I sold my car (to him)' or 'I sold my car (to her).'

21. And 'I recommended that book to him' would be

(______)-recomendé ese-li~~b~~ro.

22. And 'I recommended that book to her'

(______)-recomendé ese-li~~b~~ro.

23. What does this figure stand for in English?

/___/ = ___ or ___

('him' or 'her')

24. What does this one stand for in English?

(______) = ______, or _______

('to him' or 'to her')

25. What does this stand for in Spanish?

/___/ ___, or ___

('lo-', or 'la-')

26. What does this one stand for in Spanish?

(______) = __

('le-')

27. By now, you have probably assumed that the difference between /___/ and (______) is the presence of, or absence of, the English word 'to'. This is a logical assumption on your part, but there is more to it than this.

28. /___/ = what thing is involved with what you're doing.
(______) = the person involved with /___/.

29. Thus, 'I sold my car to him' would be
'I sold /___/ (______)'.

30. Using the English words in this sentence, fill in the following blanks:

'I sold my couch to her.'

1. /___/ = __________
2. (______) = __________

(1. my couch; 2. to her)

31. Do the same thing here.

'I sold my old car to Mr. Jones.'

1. /___/ = __________
2. (______) = __________

(1. my old car; 2. to Mr. Jones)

32. Do the same here.

'I sold the car for him.'

/___/ = __________

(the car)

33. Do the same here.

'I sold the car for him.'

(______) = ________

(for him)

34. Does Spanish make a difference between 'I sold the car for him' and 'I sold the car to him'?

(no)

35. (Spanish can make the difference between 'to him' and 'for him', but in a conversation such a difference is usually not made since the conversation makes it clear as to whether 'to' him or 'for' him is meant. Since it is not convenient to teach you at this time how to make this difference, we will ignore this for now.)

36. Fill in the blank. 'I baked a cake.'

/___/ = ________

(a cake)

37. Do the same here. 'I baked a cake for my husband'.

(______) = ________

(for my husband)

38. Do the same. 'I wrote a letter.'

/___/ = ________

(a letter)

39. 'I wrote a letter to my oldest son.'

(______)= ________

(to my oldest son)

40. 'I wrote that letter for my daughter.'

1. /___/ = ________
2. (______) = ________

(1. that letter; 2. for my daughter)

41. (You may miss this next one, but try it anyway, and then find out why in the frames that follow this one.)

'I wrote him yesterday.'

Is 'him' (______) or /___/ ?

((______))

42. In the above sentence, 'him' is the person (to whom) you wrote. What you wrote was /a letter/, even though it is not mentioned in your sentence.

43. Try this one. 'I baked him a cake.'

1. /___/ = ________
2. (______) = ________

(1. a cake; 2. him)

44. 'I sold her my couch.'

1. /___/ = __________
2. (______) = __________

(1. my couch; 2. her)

45. 'I spoke to him yesterday.'

(______) = __________

(to him)

46. 'I wrote him not to come.' Is the underlined portion /___/ or (______)?

((______))

47. What is it in this one?

'I told him not to come.'

((______))

48. And here? 'I told him that yesterday.'

(/___/)

49. 'I told him not to come.'

(/___/)

50. 'I asked him not to come.'

(/___/)

51. 'I asked him not to come.'

((______))

52. 'I advised him to come early.'

((______))

53. Thus far, /___/ = things, and (______) = people. Sometimes /___/ = people. Observe:

'I recommended /him/ (to the boss)'

54. The thing that determines whether or not a part of a sentence is /___/ is not whether it's a thing or a person. Observe:

'I know /her /'

'I asked (him) '

55. The difference between /___/ and (______) is the extent to which something is involved with the meaning of the verb.

56. In 'I threw him a ball', what you threw was 'a ball'. Since /___/ represents that part of a sentence that is directly involved with the meaning of the verb, then 'a ball' must be /___/.

57. In 'I threw him off the cliff', what you threw was 'him'.

Therefore, in this case 'him' is /___/. 'Him' is directly involved with the meaning of 'throwing'.

58. If the involvement is not /___/, then it is (_____) Thus, in 'I asked her', what you ask are questions, and her is the person of whom you ask questions. Therefore, in this case 'her' is (_____).

59. In 'I know her', what you know is 'her'. Therefore: /___/

60. In 'I wrote him', 'him' is (_____) because what a person writes are letters or notes, not 'him'.

61. In 'I wrote it','it' is /___/ because that is what you wrote.

62. Which one would you use in this sentence, 'him' or 'it'?

'I wrote /___/ last night!'

(it)

63. Which one would be used here, 'him' or 'it'?

'I wrote (_____) last night!'

(him)

64. Since lo- or la- always occupy /___/, and le- always occupies (_____), what is the meaning of lo- in this sentence?

'Lo-escriƀí anoche.'

(it)

65. How would you say 'I wrote her last night'?

'___ - escriƀí anoche.'

(Le-)

66. Does the lo- in the following sentence mean 'him' or 'it', or can it mean either one?

Lo - recomendé anoche.

(either one)

67. What would Spanish use in the following blank, le- or lo-?

___ - recomendé eso

(Le-)

68. Is the underlined portion of this sentence /___/ or (_____)?

'I recommended him to the boss.'

(/___/)

69. Identify the underlined portion of this sentence.

'Sure I know him well.'

(/____/)

70. 'I saw him this morning.'

(/____/)

71. 'I sold him one this morning.'

((________))

72. In this sentence, you are talking about one of your champion dogs.

'I sold him yesterday.'

(/____/)

73. 'Yes. I wrote her yesterday.'

((________)

74. 'I asked him this morning.'

((________)

75. 'The father of the bride gave her away.'

(/____/)

76. 'I recommended her to him.'

(/____/)

77. 'I sent him yesterday.'

(/____/)

78. 'I sent him a new one.'

((________))

79. 'I confirmed the message!

(/____/)

80. 'I confirmed the message for him.'

((________)

81. The 'him' or 'her' that shows up as (________) is le-.
If the (________) is them, Spanish will use les-.

82. Give the Spanish word that would be used for the underlined portion of this sentence:

'I asked him to be here on time.'

(le-)

83. Do the same here.

'I finished the work for him.'

(le-)

84. I received it for them.

(les-)

85. Complete this sentence in Spanish: 'I recommended my car to them.'

_____ - recomendé mi carro.

(les-)

86. How would you say. 'I recommended her yesterday'?

(La-recomendé ayer.)
87. Say 'I recommended that to her'.

(Le-recomendé eso.)
88. Say 'I recommended that to them.'

(Les-recomendé eso.)

89. Say 'I prepared the car for them.'

(Les preparé el carro.)
90. Say 'I confirmed that for her.'

(Le-confirmé eso.)
91. Say 'I wrote her yesterday.'

(Le-escribí ayer.)
92. Say 'I offered them my car.'

(Les ofrecí mi carro.)
93. Say 'I sold him the car.'

(Le-vendí el carro.)
94. Say 'I sold them the car.'

(Les-vendí el carro.)
95. Say 'I sold the car for them.'

(Les-vendí el carro.)
96. Say 'I sold her my car.'

(Le-vendí mi carro.)
97. If talking about your champion dog, say 'I sold him yesterday.'

(Lo-vendí ayer.)
98. If your dog is a female, say 'I sold her yesterday.'

(La-vendí ayer.)
99. Say 'Yes, I know her well.'

(Sí, la-conozco bien.)
100. If talking about Gómez' daughters, say 'Yes, I know them well.'

(Sí, las-conozco bien.)
101. If talking about Sánchez' sons, say 'Of course, I know them well.'

(Claro, los-conozco bien.)
102. (You are now ready to start the new dialog.

DIALOG

Review of Dialogs 13 and 14.

New Dialog.

Profesor

nació	idea of 'being born', you-form, past.
Sr. Clark, ¿dónde nació Ud.?	Mr. Clark, where were you born?

Clark

cómo	how
¿Cómo?	How's that?

Profesor

pregunté	'asking'; I-form, past
Le-pregunté	I asked you
que	(See note following the dialog.)
Le-pregunté que dónde nació.	I asked you where were you born.

Clark

me-preguntó	You asked me
Me-preguntó que dónde yo qué?	You asked me where did I what?

Profesor

¡Nació! ¡Nació!	Born! Born!

Clark

Ya	Already
¡Ah, ya entiendo!	Oh, now I understand!
nací	being born; I-form past.
Nací en Filadelfia.	I was born in Philadelphia.

Profesor

¡Muy bien! ¿En qué año?	Very well! In what year?

Clark

¿En qué 'qué'?	In which 'what'?

Profesor

¡Año! ¡En qué año nació!	Year! In what year were you born!

Clark

Mil	1,000
nov̸ecientos	900
mil nov̸ecientos	1,900
treinta	30
mil nov̸ecientos treinta	1,930
Nací en 1930.	I was born in 1930.

Note:

The'word' que in the sentence Le-pregunté que dónde nació has no counterpart in English. It is a 'phenomenon' of Spanish grammar having to do with the Spanish characteristic that two clauses (i. e. Le-pregunté and dónde nació) are usually connected with the word que. If this bothers you, simply associate que with ':' as in 'Le-d̸ije: soy americano' which in authentic speech is 'Le-d̸ije que soy americano'. In order to get you started in the use of this que, we will remind you where it occurs by using ':'.

Observations
and
Practice

1. Noun phrases and possession.

The same noun phrase construction as las sillas d̸e-clase (Unit 13) is used in Spanish for possession. Linguistically, it is almost impossible to equate an English meaning for de- in the noun phrases that you studied in Unit 13; however, in matters of possession, the de can be equated roughly with 'of':

la H̸ija d̸e Gómez: ('The daughter of Gómez') 'Gómez' daughter'

la lección de ayer: ('the lesson of yesterday') 'Yesterday's lesson' el lib̸ro d̸el profesor: ('the book of the teacher')'the teacher's book.'

una h̸ija d̸e Gómez: 'a daughter of Gómez'

un lib̸ro d̸el profesor: 'a book of the teacher'

Notice that the Spanish wording always begins with 'the' or 'a, an'.

Note also that, as always, de + el results in del: 'el lib̸ro d̸el profesor'.

Practice 1.

Be prepared to say these phrases in Spanish to your instructor.

1. Gómez' daughter
2. a daughter of Gómez
3. Gómez' book
4. a book of Gómez
5. a book of the teacher
6. the teacher's book
7. the chair of the hospital
8. the hospital's office
9. yesterday's lesson
10. last night's lesson
11. today's lesson
12. today's class
13. José's class
14. Nora's party
15. the book's sentence
16. the book's exercises
17. the exercises of the book
18. the book's lesson
19. the lesson of the book
20. the child's teacher.

2. Shortened form of possessive noun phrases.

Just as el ejercicio de-comprensión can be shortened to el de-comprensión (i.e. 'the comprenhension one'), la h̸ija d̸e José can be shortened to la d̸e José. The translation into English is a little clumsy, if we tried to translate it like we did el de-comprensión. We don't like to say, in English, 'the José one' when speaking of José's daughter; we prefer saying 'José's.' Notice, however, that the Spanish mind is still saying the same thing; for a Spanish speaker, there is no difference structurally between el de-comprensión and la d̸e José. The difference is in your English, not in Spanish.

Observe:

La hija d̸e Clark preparó la fiesta.	'Clark's daughter prepared the party.'
La de Clark preparó la fiesta.	'Clark's prepared the party.'

Practice 2.

Write each of the following phrases in its short form, and be prepared to give its short-form meaning in English.

1. la h̸ija d̸e Gómez
2. el lib̸ro d̸e Gómez
3. el lib̸ro d̸el profesor
4. la silla d̸el h̸ospital

5. la oficina d̸el h̸ospital
6. la lección de anoche
7. la lección de h̸oy
8. la clase d̸e h̸oy
9. la clase d̸e José
10. la fiesta d̸e Nora
11. las frases d̸el lib̸ro
12. el profesor d̸el niño

3. 'Having to ...'

The que- in Tuv̸e que-llev̸arlo ... is another one of these meaningless but mandatory words just like de-. The formula for 'having to do something' is very similar:

tener ... que- ________-r

tener is the neutral form of tuve. The present tense forms are:

I-form : tengo
We-form : tenemos
He-form : tiene
They-form : tienen

Thus,

'I have to study' :	Tengo que-estud̸iar.
'I have to study a lot' :	Tengo que-estud̸iar mucho.
'I have a lot to study' :	Tengo mucho que-estud̸iar.

And,

'We have to leave' :	Tenemos que-salir.
'He has to leave' :	Tiene que-salir.
'They have to sell it' :	Tienen que-v̸enderlo.

Practice 3. (Recorded)

You will be asked if you have to do such-and-such. Admit that you have to do such-and-such. Be sure to respond before the voice on the tape gives you the correct response.

Example: ¿Usted tiene que-salir? 'Do you have to leave?'

Your response: Sí, tengo que-salir. 'Yes , I have to leave.'

Practice 4.

Practice with 'Having to do something' and le-/les-. Keep the Spanish side covered. As you say each in Spanish, uncover the Spanish version to check if you were right.

1. I have to prepare that for him.	1. Tengo que-prepararle eso.
2. I have to finish that for him.	2. Tengo que-terminarle eso.
3. Do you have to prepare that for him?	3. ¿Usted̸ tiene que-prepararle eso?
4. Do you have to finish that for him?	4. Usted̸ tiene que-terminarle eso?
5. I have to decide that for her.	5. Tengo que-d̸ecid̸irle eso.
6. Do you have to decide that for her?	6. ¿Usted̸ tiene que-d̸ecid̸irle eso?
7. Do you have to ask her that?	7. ¿Usted̸ tiene que-preguntarle eso?
8. Do you have to ask her that?	8. ¿Usted̸ tiene que-preguntarle eso?
9. Nora has to ask him that.	9. Nora tiene que preguntarle eso.
10. Nora has to ask them that.	10. Nora tiene que preguntarles eso.
11. I have to write him today.	11. Tengo que-escrib̸irle h̸oy.
12. I have to write that for him.	12. Tengo que-escrib̸irle eso.
13. I have to write that to him.	13. Tengo que-escrib̸irle eso.
14. I have to write that to her.	14. Tengo que-escrib̸irle eso.
15. Do you have to write it ('lesson') today?	15. ¿Tiene que-escrib̸irla h̸oy?
16. Do you have to write it ('exercise') today?	16. ¿Tiene que-escrib̸irlo h̸oy?
17. Do you have to write that for them?	17. ¿Tiene que-escrib̸irles eso?
18. Does Nora have to recommend that to them?	18. ¿Nora tiene que-recomendarles eso?
19. I have to sell them my car.	19. Tengo que-v̸enderles mi-carro.
20. I have to sell the car for them.	20. Tengo que-v̸enderles el carro.

Practice 5. (Recorded)

You will hear a series of questions addressed to you and your friend. Answer 'yes' for both of you. Be sure to make your response before the voice on the tape gives you the right answer.

Practice 6.

More practice with 'Having to ...' and le-/les-.

As in Practice 4, keep each Spanish sentence covered until after you say your translation.

1. We have to prepare that for him.	1. Tenemos que prepararle eso.
2. We have to prepare that for them.	2. Tenemos que prepararles eso.
3. Do 'you-all' have to prepare that for her?	3. ¿Usted̸es tienen que-prepararle eso?

4. Do'you-all' have to finish that for him?	4. ¿Usted̸es tienen que-terminarle eso?
5. We have to decide that for him.	5. Tenemos que-d̸ecid̸irle eso.
6. We have to offer that to them.	6. Tenemos que-ofrecerles eso.
7. We have to offer that to her.	7. Tenemos que-ofrecerle eso.
8. They have to offer him that.	8. Tienen que-ofrecerle eso.
9. Do 'you-all' have to ask her that?	9. ¿Usted̸es tienen que-preguntarle eso?
10. Do we have to ask her that?	10. ¿Tenemos que-preguntarle eso?
11. Do 'you-all' have to decide that for him?	11. ¿Usted̸es tienen que-d̸ecid̸irle eso?
12. We have to write that for him.	12. Tenemos que-escrib̸irle eso.
13. We have to write that to him.	13. Tenemos que-escrib̸irle eso.
14. They have to write that to her.	14. Tienen que-escrib̸irle eso.
15. Do 'you-all' have to recommend him?	15. ¿Usted̸es tienen-que recomendarlo?
16. Do 'you-all' have to recommend her?	16. ¿Usted̸es tienen que-recomendarla?
17. Do 'you-all have to recommend that?	17. ¿Usted̸es tienen que-recomendar eso?
18. Do 'you-all' have to recommend that to her?	18. ¿Usted̸es tienen que-recomendarle eso?
19. Do Nora and María have to recommend that to them?	19. ¿Nora y María tienen que-recomendarles eso?
20. We have to sell the car for them.	20. Tenemos que-v̸enderles el carro.

Practice 7. (Recorded)

You will hear a series of questions addressed either to you alone or to you and your friend. Answer 'yes' to all of them.

Be sure to make your response before you hear the right answer.

Practice 8.

Practice with verb phrases. As before, keep each Spanish translation covered until after you have made your own response.

1. I want to leave.	1. Quiero salir
2. I want to leave early.	2. Quiero salir temprano.
3. Yes, I can leave early.	3. Sí, pued̸o salir temprano.

4. I have to leave early.	4. Tengo que-salir temprano.
5. I don't have to leave early.	5. No tengo que-salir temprano.
6. No, I don't have to leave early.	6. No, no tengo que-salir temprano.
7. Nora doesn't have to leave today.	7. Nora no tiene que-salir h̸oy.
8. She can leave tomorrow.	8. Pued̸e salir mañana.
9. I can't finish it.	9. No pued̸o terminarlo.
10. We can't finish until tomorrow.	10. No pod̸emos terminar h̸asta mañana.
11. Do you want to finish today or tomorrow?	11. ¿Usted quiere terminar h̸oy o mañana?
12. Yes. I've just finished it.	12. Sí. Acab̸o d̸e-terminarlo.
13. Yes. We have just written him.	13. Sí. Acab̸amos d̸e-escrib̸irle.
14. Yes. They've just asked him.	14. Sí. Acab̸an de-preguntarle.
15. I don't want to.	15. No quiero.
16. To have to leave.	16. Tener que-salir.
17. I don't want to have to leave.	17. No quiero tener que-salir.
18. We don't want to have to write him.	18. No queremos tener que-escrib̸irle.
19. They don't want to have to recommend him.	19. No quieren tener que-recomendarlo.
20. I am not able (i.e. I can't) recommend him.	20. No puedo recomendarlo.

Variations

1. Comprehension. (Recorded)

Listen to the following sentences. Let your instructor know of any that were not immediately clear to you.

Practice 9. (Recorded)

Substitution drill. Based on the model shown below, make the substitutions that are suggested by your instructor's voice on the tape.

Model:
'José quiere estudiar mucho.'

Substitute:
1. tiene ... ('José tiene que-estud̸iar mucho.')
2. acab̸a ... ('José acab̸a d̸e-estud̸iar mucho.')
3. (etc.)

Make your response before the correct response is given.

Practice 10. (Recorded)

Substitution-transformation drill. Based on the model shown below, make the substitution and the necessary changes as each number is announced. This time, the substitutions may occur in any part of the sentence.

Model: 'José quiere estudiarlo.'

1. tiene ... ('José tiene que-estuđiarlo.')
2. José y yo ... ('José y yo tenemos que-estuđiarlo.')
3. Acaƀamos ... ('José y yo acaƀamos đe-estuđiarlo.')
4. Venderlo ... ('José y yo acaƀamos đe-v̸enderlo.')
5. (Etc.)

Application

Part 1.

How would you say the following thoughts in Spanish?

1. I sold /it/ yesterday. 2. I sold (him) my car. 3. I know /him/. 4. I know /her/. 5. I sold her my car. 6. I brought the car to her. 7. I didn't bring her the car. 8. I didn't bring her to the party. 9. José sold me his car. 10. Gómez sold us his car. 11. Gómez sold them his car. 12. I defended them (boys). 13. I defended them (girls). 14. I prepared the exercise for her. 15. I offered him my book. 16. A modern exercise. 17. A modern saying. 18. We want to use the famous one (book). 19. We want to study in a modern one (class). 20. That book is necessary. 21. That lesson is necessary. 22. That class is exclusive. 23. That teacher (man) is famous. 24. Sometimes you can say that. 25. We have to use it without Jones. 26. María and I want to use the car tomorrow. 27. José and I have to decide that tomorrow. 28. Say, Jones! I have to ask ('preguntar') (you) something. 29. How's that? You have to ask me something? 30. Yes, I have to ask you: where were you born. 31. I have to ask you also: in what year were you born. 32. You have to ask me: when I was born? 33. Ah, now I understand! You asked me: where was I born. 34. In which what? 35. I was born in 1930. 36. I wasn't born yesterday! 37. José was born in 1930 also. 38. That doesn't exist in Spanish. 39. Yes, you're right; I want to go, but I can't go without José. 40. No, I don't want to, but I have to go. 41. We don't have to finish it

today without Nora. 42. We don't have to prepare it today. 43. I don't want to write her today. 44. José doesn't want to write him today. 45. He doesn't have to go until 4:00. 46. They have to go tomorrow; they can't go today. 47. I had to go yesterday, but I don't have to go today. 48. Yes, sir, we can decide that today. 49. I'm very sorry, but I can't study with 'you-all' until 10:00. 50. José is planning to stay in his office until 4:00. 51. I don't know what it means. 52. He asked me: what does año mean. 53. I asked him: what does nació mean. 54. He asked us: when is the party. 55. He asked me: where does that exist. 56. He asked them: why can't they go tomorrow. 57. He asked them: where were they born. 58. He asked us: where were we born. 59. He asked us: where did we use it. 60. I asked them: where did they use it.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Qué le-preguntó el profesor a Clark?
2. ¿Clark le-entendió al profesor?
3. ¿De v̸eras no le-entendió?
4. ¿Y d̸ónde nació el señor Clark?
5. ¿En qué año nació?
6. ¿Clark entendió la frase 'en qué año'?
7. ¿Qué quiere d̸ecir 'en qué año'?
8. ¿Usted̸ entiende tod̸as las frases?
9. ¿Dónde nació usted̸?
10. ¿Usted̸es tienen h̸ijos?
11. ¿En qué año nació su h̸ija mayor?
12. Usted̸ tiene 30 años, ¿v̸erd̸ad̸?
13. ¿Cuándo nació su-esposa(-o), en 1930?
14. ¿Su-esposa(-o) no es americana(-o)?
15. ¿Qué es su-esposa(-o), colombiana(-o)?
16. ¿Usted̸ tiene que-preparar la lección siempre o a v̸eces?
17. ¿Usted̸ no preparó la lección?
18. ¿Clark tampoco preparó la lección?

Part 3.

Be prepared to be engaged by your instructor in the following conversation.

Note: In some conversations you will find English and Spanish phrases. This can be confusing to you as to what you are supposed to do with them. Do not translate those English portions which appear in parentheses.

A:

Sir, how does one say (He told me)?

--- One says 'me-đijo'.

Me đijo. And how does one say (was going)?

--- But, who (was going)?

José.

--- Fine. One says 'iƀa'.

Can I say 'Me-đijo iƀa'?

--- No. You have to use 'que'.

Where?

--- Me-đijo que iƀa.

Thank you. And how does one say (I was going)?

--- 'Iba'.

Really? Don't tell me!

--- Yes, really.

And how does one say (I told him)?

--- One says le-đije.

Well, now I can say 'Le đije que iƀa.'

---I'm glad.

Dije-traje. Dije-traje. Dijo-......?

Can I say trajo?

--- Of course! Dije-traje. Dijo-trajo

Very well! I can now say (José brought me the car yesterday.)

--- How does one say that?

One says José me-trajo el carro ayer.

--- Very well.

B.

Sir, what does *iƀa* mean?

--- It means (I was going) or (He was going.)

Well, if *iƀa* means (I was going), I can now say (He asked me if I was (were) going.)

--- Fine. How does one say that?

One says *Me-preguntó si iƀa*.

Is it necessary to use *que*?

--- No, it isn't necessary; sometimes one uses *que*, but with *si* it isn't necessary.

Very well: *Me-preguntó si iƀa*.

I can now say (I asked him when he was going.) One says:

(Note: Include here what you could say.)

--- Very well.

C.

Mr. Clark, *¿en qué mes nació usted*?

--- How's that?

I asked you *en qué mes* you were born.

--- You asked me in which what I was born?

¡*Mes*! ¡*Mes*!

--- Oh, now I understand.

--- I was born in May (*mayo*).

In what month was Mr. Jones born?

--- I don't know. I think that he was born in April (aƀril).

--- Were you born in April or May? ... How's that? ... He said that he was born in May.

You're right. Mr. Jones was born in April and you were born in May.

END OF UNIT 15

UNIT 16

Introduction

Part 1. Questions

1. What is the meaning of this sentence?

Es urgente.

(It's urgent)

2. What is the meaning of this sentence?

¿Es urgente?

(Is it urgent?)

3. What is the meaning of this one?

Es necesario.

(It's necessary.)

4. And this one?

¿Es necesario.

(Is it necessary?)

5. And this one?

¿María? ¿Es colombiana?

(María? Is she Colombian?)

6. And this one?

¿Sánchez? ¿Es colombiano?

(Sánchez? Is he Colombian?)

7. Observe and translate.

'An urgent letter' = una carta urgente

'Is it urgent? = ¿___ __________?

(¿Es urgente?)

8. Observe and translate.

'A necessary book' = un libro necesario.

'Is it necessary?' = ¿___ ________________?

(¿Es necesario?)

9. Observe and translate.

1. María is Colombian.' = María es colombiana.

2. Is she Colombian? = ¿_ ________?

(¿Es colombiana?)

10. Translate

'Is he Colombian?' = ¿_ ________?

(¿Es colombiano?)

11. Observe and translate.

'An urgent letter' = una carta urgente.

'Is it an urgent letter?' = ¿_ __ ___ ______?

(¿Es una carta urgente?)

12. Observe and translate.

'A necessary book' = un liƀro necesario.

'Is it a necessary book?' = ¿_ _ ___ ______?

(¿Es un liƀro necesario?)

13. Observe and translate.

'A Colombian girl' = una chica colombiana

'Is she a Colombian girl? = ¿_ __ ___ ______?

(¿Es una chica colombiana?)

14. Translate.

'Is he a Colombian teacher? = ¿_ _ ___ _____?

(¿Es un profesor colombiano?)

15. Observe and translate.

'the urgent letter' : la carta urgente

'Is it the urgent letter? = ¿_ _ ____ ______?

(¿Es la carta urgente?)

16. Observe and translate.

'the large book' : el liƀro grande

'Is it the large book?' = ¿_ _ ____ ______?

(¿Es el liƀro grande?)

17. Translate.

'Is it the Colombian teacher? = ¿_ _ ____ ____?

(¿Es el profesor colombiano?)

18. Translate.

'Is it the American girl? = ¿_ _ ___ ______?

(¿Es la chica americana?)

19. Problem:

If ¿Es la chica americana? = 'Is it the American girl?'
how would one say 'Is the girl American?'

Answer: There are at least three.

20. One of them, and perhaps the easiest one for you to remember, is to convert a statement to its simple question form:

'The girl is American.' = La chica es americana.

'Is the girl American? = ¿La chica es americana?

21. Observe and translate.

'The book is large.' = el libro es grande.

'Is the book large? = ¿___ ____ __ ________?

(¿El libro es grande?)

22. Translate:

'Is the book necessary?' = ¿___ ____ __ ______?

(¿El libro es necesario?)

23. Translate:

'Is the letter urgent?' = ¿___ ____ __ ________?

(¿La carta es urgente?)

24. Translate:

'Is the girl Colombian? = ¿___ ____ __ ________?

'Is it the Colombian girl?' ¿___ __ ____ ______?

(¿La chica es colombiana?)

(¿Es la chica colombiana?)

25. Translate:

'Is the book urgent?' = ¿___ ____ __ __________?

(¿El libro es urgente?)

26. Another and perhaps more common way is to start with, for example, 'Es americana ....' and add 'la chica' at the end.

'Is the girl American? = ¿Es americana la chica?

27. Here is another example showing both ways of asking 'Is the girl intelligent?' = ¿La chica es inteligente?

.... ¿Es inteligente la chica?

28. Translate.

'Is the teacher Colombian?' = ¿Es ____ __ ______?

(¿Es colombiano el profesor?)

29. What does this mean?

¿El lubricante es transparente?

(Is the lubricant transparent?)

30. What does this mean?

¿Es transparente el lubricante?

(Is the lubricant transparent?)

31. What does this mean?

¿Es suficiente la expansión?

(Is the expansion sufficient?)

32. What does this mean?

¿Es necesario ese-motor?

(Is that motor necessary?)

33. What does this mean?

¿Es el motor adaptaƀle?

(Is it the adaptable motor?)

34. What does this mean?

¿Es interesante la exhibición?

(Is the exhibition interesting?)

35. The third way, and least common, is to separate the last word by a slight pause, and use an interrogative intonation on this last word:

¿Es la chica (pause) ... ¿americana?

36. Which of the following means : 'Is the book important?'

1. Es el liƀro ... ¿importante?

2. ¿Es el liƀro importante?

(1)

37. Which one means 'Is the exhibition large?'

1. ¿Es la exhibición grande?

2. Es la exhibición ... ¿grande?

(2)

38. Which one means 'Is the metal practical?'

1. ¿Es práctico el metal?

2. ¿Es el metal práctico?

(1)

39. Translate.

'It's the practical metal' = ____________________

(Es el metal práctico.)

40. 'Is it the American girl?' = ______________________

(Es la chica americana?)

Part 2. Interrogative words.

Interrogative words (e. g., who, what, when, etc.) are written with an accent mark. At times, these same words may be used in a sentence in which they are not really asking something, as the word 'who' in 'I know a man who can do that', in which case they are not accented.

41. Write in the missing word.

'When is the party? = ¿______________es la fiesta?

(cuándo)

42. Write in the missing word:

'Where is Sánchez? = ¿_____________está Sánchez?

(Dónde)

43. Do the same here.

'Who is that girl?' = ¿_____________es esa chica?

(Quién)

44. Do the same.

'What does that mean?' = ¿__________quiere decir eso?

(Qué)

45. Do the same.

'Why not?' = ¿_______ no?

(Por qué)

46. Do the same.

'Which girl?' = ¿ _____ chica?

(Cuál)

47. Observe this principle.

'Which girl?' = ¿Cuál chica?

'Which girls?' = ¿Cuáles chicas?

48. Translate: 'Which son?'

(¿Cuál hijo?)

49. Translate: 'Which sons?'

(¿Cuáles hijos?)

50. Translate: 'Which tables?'

(¿Cuáles mesas?)

51. Translate: 'Which table?'

(¿Cuál mesa?)

52. Translate: 'Which one?'

(¿Cuál?)

53. Translate : 'Which ones?'

(¿Cuáles?)

54. Observe this principle:

'Who is that girl?' = ¿Quién es esa-chica?

'Who are those girls?' = Quiénes son esas-chicas?

55. Translate: Who is my teacher?'

(¿Quién es mi-profesor?)

56. Translate: 'Who are my teachers?'

(¿Quiénes son mis-profesores?)

57. Translate: 'Who is my Colombian (man)?'

(¿Quién es mi-colombiano?)

58. Translate : 'Who are my Colombian (men)?'

(¿Quiénes son mis-colombianos?)

59. Say the Spanish word for 'who' in this sentence:

¿_____ preparó la lección?

(Quién)

60. Say the Spanish word for 'who' in this sentence:

¿_______ prepararon la lección?

(Quiénes)

61. Say the Spanish word for 'who' in this sentence:

¿_____ escri~~b~~ió la carta?

(Quién)

62. Say the Spanish word for 'who' in this one:

¿_____ escri~~b~~ió las cartas?

(quién)

63. Try this one even though it contains words that you do not know.

¿________ le~~v~~antaron la carpa?

(Quiénes)

64. Try this one:

¿_____ permaneció a~~d~~entro?

(Quién)

65. Try this one with the word 'which':

¿____ permaneció a~~d~~entro?

(Cuál)

66. Try this one with 'which':

¿______ permanecieron a~~d~~entro?

(Cuáles)

67. Try this one with 'who':

¿______ sub̸ieron arrib̸a?

(Quiénes)

68. Say simply: 'Which one?'

(¿Cuál?)

69. Say simply 'Which ones?'

(¿Cuáles?)

70. Say simply : 'Who?'

(¿Quién?)

71. Say simply: 'Who-all?'

(¿Quiénes?)

72. If you are asking about a quantity, Spanish uses cuánto. How would you say : 'How many books? = ¿______ lib̸ros?

(Cuántos)

73. How would you say:

'How many teachers? : ¿ ______ profesores?

(Cuántos)

74. Translate : 'How many cars?

(Cuántos carros?)

75. Translate: 'How many years?'

(Cuántos años?)

76. You may miss this one, but try it anyway:

'How many tables?': ¿______ mesas?

(¿Cuántas?)

77. Try this one: 'How many girls?'

(¿Cuántas chicas?)

78. This is a word that you do not know. Make a guess as to how you would use cuánto in this question:

¿_____ chispa?

(Cuánta)

79. Try it with this one: ¿______ d̸inero?

(Cuánto)

80. Keep in mind that a quantity or an amount is asked in English not only with 'How many', but also with 'How much'. Spanish will use a form of cuánto for all quantities or amounts.

81. For example, 'How much did you buy?' would be (make a guess):

¿______ compró?

(Cuánto)

82. And, suppose the word grasa meaning 'grease' were involved,

how would you say 'How much did you buy?

¿______ compró?

(Cuánta)

83. And suppose you were asking about libros, how would you say 'How many did you buy?'

¿______ compró?

(Cuántos)

84. And if mesas were involved, how would you say 'How many did you buy?'

¿______ compró?

(Cuántas)

Part 3. New material in the Dialog.

Whenever a person opens his mouth to say something, more than likely one of the following is going to happen:

a. He is going to reveal some information (telling something), or

b. He is going to inquire about some information (asking), or

c. He is going to get somebody to do something (commanding).

Whenever a person is commanding, Spanish uses a different form of the verb from the telling or asking situations. Thus far, you have been studying the telling or asking form. In this Unit, you will begin to learn the command forms.

85. The dialog uses one verb in its command form: pregunte. You will find le-, meaning in this dialog 'of him' or 'of her', attached to pregunte: pregúntele

86. That is, le-. me-, nos-, etc. are attached to command forms under circumstances that will be made clear to you in Unit 17.

87. Observe this sentence.

'Ask that girl what her name is.'

Is the underlined portion this /______/, or

this (______) ?

((______))

88. What part of the above sentence would correspond to /____/ ?

(...what her name is.)

89. Pregunte = 'Ask ...'
But, 'Ask that girl ...' does not come out as Pregunte esa-chica. Two things happen here which are unlike English:

1. a is inserted before esa-chica, so that we get a-esa-chica.
2. Pregunte has le- attached to the end, so that we get Pregúntele.

90. 'Ask that girl...' is, then, Pregúntele a-esa-chica ...

91. In the dialog you will find 'that young-lady' instead 'that girl':

Pregúntele a-esa-señorita ...

92. The presence of le- and of a- unfortunately cannot conveniently be defined until a little later. For the time being, just learn to say such sentences the way they are.

93. (You are now ready to prepare the new Dialog.)

DIALOG

Review of Dialogs 14 and 15.

New Dialog.

(En la sala de clase.)

Profesor

pregunte	ask (command form)
le-	of her
pregúntele	ask of her
señorita	young lady
esa-señorita	that young lady
Sr. Jones, pregúntele a-esa-señorita...	Mr. Jones, ask that young lady ...
...que cómo se-llama.	...what her name is.

Jones

Muy bien.	Very well.
señorita,	Miss
Señorita, ¿cómo se-llama uste~~d~~?	Miss, what's your name?

Nancy

me-llamo ...	my name's ...
Me-llamo Nancy.	My name's Nancy.

Jones

nombre	name
su-nombre	your name
completo	complete
su-nombre completo	your complete name
cuál	which
Sí, pero ¿cuál es su nombre completo?	Yes, but, what's your complete name?

Nancy

per~~d~~ón	pardon
Ah, perdón.	Oh, I beg your pardon.
Mi-nombre completo es Nancy Williams.	My complete name is Nancy Williams.

Profesor

a~~h~~ora	now
señor	(adult male)
ese-señor	that 'man'
Muy bien. A~~h~~ora pregúntele a-ese-señor...	Very well. Now ask that gentleman...
dónde	where
de ~~d~~ónde	from where
...que ~~d~~e ~~d~~ónde es.	...where's he from.

Jones

Muy bien. Señor, ¿de ~~d~~ónde es uste~~d~~?	Very well. Sir, where are you from?

Clark

Soy de Chicago.	I'm from Chicago.

Observations
and
Practice

1. Commands. (Part 1.)

In the following exercise you will hear the difference in pronunciation between a command form and the same verb used in its I-form Past (the 'I did it' form). You will first hear 'I did ...' followed by the command form.

Practice 1. (Recorded)

Listen to the contrasts portrayed here. Notice that the rhythm is the only thing that is different.

Practice 2. (Recorded)

You will hear the 'I did ...' form for ten verbs. Change each one to the command form. Make your response before the voice on the tape gives you the correct response.

Practice 3. (Recorded)

You will now hear ten verbs given in their neutral form. You are to change these to their 'I did ...' form. Make your response before the correct response is given on the tape.

Practice 4. (Recorded)

You will now hear the same ten verbs in their neutral form. This time, change them to the command form.

To begin to help you to acquire the meaning of the command, think of the phrase 'Do it!' as you make each response.

Practice 5. (Recorded)

Now, let's add more realism by adding -lo mañana to the commands that you will hear. As in pregúntele, the -lo is added to the commands.

As you respond with these unknown verbs, think of 'Do it tomorrow' as the meaning of each one.

2. Negative Commands.

The position of lo- (or, for that matter, of all these little words) is at the end of the command form, as you have already noticed.

However, when you tell a person not to do something, the lo- is placed in front of the verb. Thus, 'Finish it today!' = Termínelo ~~h~~oy.

'Don't finish it today!' = No lo-termine ~~h~~oy.

Practice 6.

Change these commands to the negative. That is, tell somebody not to do whatever it is. Notice the spelling of the command form for recomendar .

1. Sánchez, termínelo ~~h~~oy: ______________________

(Sánchez, no lo-termine ~~h~~oy.)

2. Jones, recomiéndelo ~~h~~oy: ______________________

(Jones, no lo-recomiende ~~h~~oy)

3. Gómez, prepárelo ~~h~~oy: ______________________

(Gómez, no lo-prepare ~~h~~oy.)

4. Nora, confírmelo a~~h~~ora: ______________________

(Nora, no lo-confirme a~~h~~ora.)

5. María, termínelo ~~h~~oy: ______________________

(María, no lo termine ~~h~~oy.)

6. Clark, estú~~d~~ielo más

(Clark, no lo-estu~~d~~ie más.)

Practice 7. (Recorded)

You will hear several commands with -lo attached to the verb. Change these to the negative.

Since these involve verbs which are unknown to you, you will be given first the command by itself, followed by the command with -lo.

Example:

1. mande ... mándelo: ... (no lo-mande)

Practice 8.

Tell somebody not to do (whatever is suggested) today; do it tomorrow.

Example: Tell somebody not to 'terminarlo ~~h~~oy'; do it tomorrow.

No lo-termine ~~h~~oy; termínelo mañana.

Tell somebody:

1. not to terminarlo ~~h~~oy; do it tomorrow.
2. not to confirmarlo ~~h~~oy; do it tomorrow.
3. not to prepararlo ~~h~~oy; do it tomorrow.
4. not to recomendarlo ~~h~~oy; do it tomorrow.
5. not to buscarlo ~~h~~oy; do it tomorrow.
6. not to la~~v~~arlo ~~h~~oy; do it tomorrow.

7. not to mandarlo ~~h~~oy; do it tomorrow.
8. not to taparlo ~~h~~oy; do it tomorrow.
9. not to sacarlo ~~h~~oy; do it tomorrow.
10. not to bajarlo ~~h~~oy; do it tomorrow.

Practice 9.

Which of the following do you recognize as command forms?

	(a)	(b)
1. confirmar :	confirme	confirmé
2. terminar :	terminé	termine
3. recomendar :	recomiende	recomendé
4. preparar :	prepare	preparé
5. mandar :	mande	mândelo
6. tapar :	tape	tâpelo
7. trepar :	trepé	trepe
8. bajar :	baje	bajé
9. sacar :	saque	saqué
10. buscar :	busqué	busque

(answers: Under 'a': 1, 3, 4, 5, 6, 8 and 9.
Under 'b': 2, 5, 6. 7, and 10.
Notice that both 'a' and 'b' are commands in 5, and 6.)

Practice 10.

In the presence of your instructor, read each of the three forms of each verb of Exercise 9. Be sure to make an obvious pronunciation stress on the correct syllable.

Practice 11. (Recorded)

You will be told something like 'Please, don't prepare it.' You are to respond by saying, 'But, it's that I already prepared it.'

Examples:

1. Por fa~~v~~or, no lo-prepare.
   (Your response:)'Pero es que...ya lo-preparé.'

2. Por fa~~v~~or, no lo-termine.
   (Your response:)'Pero es que...ya lo-terminé.'

2. Demonstratives (Part 3)

You have learned that eso means 'that (thing)', and if it is followed by a noun it is either esa- or ese- depending on whether the noun is feminine or masculine.

It is the same thing with esto 'this (thing)': if followed by a noun it is

esta- before feminine
este- before masculine

Remember:

For now, all you know about the demonstratives is that esto or eso is used when no noun is present and that if a noun follows 'this' or 'that' these change to esta-/este- or esa-/ese-.

Practice 12.

What word would be used in Spanish for the following underlined words? Write the word in the blank space (Correct answers appear following the exercise.)

1. __________ This is not interesting.
2. __________ This party is not interesting.
3. __________ This class meets tomorrow.
4. __________ This car came in last night.
5. __________ Do you understand this?
6. __________ Does he understand that?
7. __________ What? That lesson?
8. __________ No. That exercise.
9. __________ Where did you put that invitation?
10. __________ I received this invitation today.
11. __________ That saying is not used in Spanish.
12. __________ But this saying exists.
13. __________ We work in this hospital.
14. __________ Do you remember that number?
15. __________ Do you remember this sentence?
16. __________ This party is terrific!
17. __________ This exercise is terrible!
18. __________ Have you met that man?
19. __________ Have you seen this man before?

20. ________ Have you written this lady yet?

(Answers:
1. esto
2. esta-
3. esta-
4. este-
5. esto
6. eso
7. esa-
8. ese-
9. esa-
10. esta-
11. ese-
12. este-
13. este-
14. ese-
15. esta-
16. esta-
17. este-
18. ese-
19. este-
20. esta-)

Variations

1. Comprehension.

Listen to the following sentences. Let your instructor know of any that were not immediately clear to you.

2. Find the error.

Each of the following sentences has one and only one mistake. Find this mistake, and rewrite the sentence correctly.

1. Pregúntele esa-señorita que d̸ónde estud̸ia.

____

2. Pregúntele a-Nora por qué no quiere salir.

____

3. José tiene mucho estud̸iar h̸oy.

____

4. Mañana Nora y yo tienen que-terminarlo todo.

____

5. Sí, señor, lo-prepare mañana.

____

6. No prepárelo h̸oy; prepárelo mañana.

____

7. ¿Cuánto lib̸ros compró usted̸ ayer?

____

8. ¿Cuáles señorita están aquí?

____

9. ¿Quién escrib̸ieron eso?

____

10. Por fav̸or. ¿qué se-llama usted?

____

Application

Part 1.

How would you say these thoughts in Spanish?

1. I'm sorry, but I have to go tomorrow. 2. Who, me? I want to prepare this lesson now. 3. Who, me? I want to go tomorrow. 4. He told me that he plans to stay here until 5:00. 5. He told me that he was going today. 6. He told me that this lesson was necessary. 7. I told him that this exercise was necessary. 8. I told her that I was going. 9. I told you that it was famous. 10. I told you that it was necessary. 11. Did he tell you that this class was necessary? 12. Did you tell him that Nora was going to this party? 13. Who told you that? 14. Did you tell me that José was going? 15. Nora brought me this chair from Mexico. 16. Did you bring me this invitation? 17. Did José bring me this exercise? 18. José brought me this car. 19. José told me that. 20. I brought him this car. 21. I told him that. 22. José brought him this car. 23. José told him that. 24. José told us that he was going. 25. José brought us this table yesterday. 26. Did you bring your car? 27. Did you bring him your car? 28. Did you bring me your car? 29. Yes, I brought it yesterday. 30. Who said (told) that? 31. Where did José say (tell) that? 32. Did I say that? 33. I have just told (decir) him that. 34. He has just told her that. 35. How many books? 36. How many books did you bring us? 37. How many books did you bring them? 38. How many tables did you bring me last night? 39. I asked you (:) where is María. 40. I asked you (:) how many did you bring us. 41. Ask him (:) what's his name. 42. Ask him (:) how many books he brought. 43. Ask him (:) how many (books) he brought. 44. Ask him (:) how many (books) he said (:) he brought. 45. Ask him (:) how many lessons he said (:) he finished. 46. Ask them (:) how many exercises they finished. 47. Ask her (:) how many exercises she said (:) she finished. 48. Did you ask me (:) how many exercises I finished? 49. Did you ask me if I finished? 50. Did you ask me if I said that I finished? 51. Please, ask her if she said that she brought them (the books). 52. Ask them (:) when is the party. 53. Ask me if I can go. 54. Ask me if I understand that. 55. Ask us

if we can go. 56. Ask me if I want to go. 57. Ask me if I have to go. 58. Ask me if I have to finish this. 59. Ask me if he has to say (decir) that. 60. Ask him if it was necessary to finish 5. 61. Ask him if it was necessary to go. 62. Ask him if it was necessary to study five lessons. 63. Ask him if it is necessary to write them (exercises). 64. I was going yesterday. 65. Ask him if he was going yesterday. 66. Is it necessary to recommend him? 67. I said that I want to prepare my lesson. 68. Well, prepare it. 69. I said that I want to use this table. 70. Well, use it.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Qué le-preguntó el señor Jones a la señorita?
2. ¿Cómo se-llama la señorita?
3. ¿Qué le-preguntó el señor Jones al señor Clark?
4. ¿De đónde es el señor Clark?
5. ¿De đónde es usteđ?
6. ¿De đónde es su-esposa?
7. ¿Dónde está su-esposa?
8. ¿En qué mes nació su-esposa, en mayo?
9. ¿De đónde soy yo (el profesor)?
10. ¿Dónde estoy aħora?
11. ¿Y cómo me-llamo?
12. ¿Cuál es mi-nombre completo?
13. ¿Qué quiere đecir 'Which tables'?
14. ¿Cuántas lecciones terminaron usteđes, muchas?
15. ¿Cuántos estuđiantes prepararon la lección?
16. ¿Quiénes no terminaron la lección número 10?

Part 3.

Be prepared to be engaged by your instructor in the following conversation:

A:

Mr. Jones, did you ask him if he finished?

--- Did I ask him if (he) what?

If he finished!

--- Yes, I asked him.

When?

--- I asked him that yesterday.

What did he say?

--- He said that it wasn't necessary to finish it today.

But it is necessary. Please, ask him if he can finish today.

--- Very well.

B:

When did you say that you want to prepare the lesson?

--- How's that? When did I say what?

When do you want to prepare today's lesson!

--- I didn't say that. I said that I want to prepare today's exercises.

When?

--- I said that yesterday.

No. When do you want to study the exercises?

--- Oh! Today.

With whom? (quién), with María?

--- No. With Nora.

Nora? Why Nora?

--- Because Nora studies more, and she is not married.

END OF UNIT 16.

UNIT 17

Introduction

Part 1. Irregular verbs.

1. Here is the neutral form and the command form of a verb:

neutral form: preguntar
command form: pregunte

2. This is the neutral form of a verb that you don't know:

neutral form: traƀajar
What is its command form? ________

(traƀaje)

3. This is the neutral form of another verb that you do not know:

neutral form: encontrar
What is its command form? ________

(The right answer is 'encuentre'. You probably missed this answer. The reason for your error is exactly the point we want to make: some verbs do not change as you would expect them to. We call such verbs 'irregular'. English has its share of irregular verbs and so does Spanish. You have already learned one of these well: recomiende.)

4. Decir is an irregular verb. You have already learned dije and dijo. The other two forms are dijimos (di-ji-mos) and dijeron (di-je-ron).

5. Translate the following:

a. We said that: ________________

(Dijimos eso.)

b. But they didn't say it: ________________

(Pero no lo-đijeron.)

c. Did you-all say that?: ____________________

(¿Ustedes đijeron eso?)

d. We told him that yesterday: ____________________

(Le-đijimos eso ayer.)

e. They told him that yesterday: ____________________

(Le-đijeron eso ayer.)

6. Traer (tra-er) is the neutral form of the idea of 'bringing'. It has these four forms in the past:

traje	'I brought'	trajimos	'We brought'
trajo	'He brought'	trajeron	'They brought'

7. Translate the following:

a. I want to bring it.

(Quiero traerlo.)

b. I can't bring it today.

(No pueđo traerlo ħoy.)

c. I have to bring it today.

(Tengo que-traerlo ħoy.)

d. They can't bring it now.

(No pueđen traerlo aħora.)

e. Did Nora bring it?

(¿Nora lo-trajo?)

f. Did you bring it?

(¿Usteđ lo-trajo?)

g. I brought it last night.

(Lo-traje anoche.)

h. We brought it yesterday.

(Lo-trajimos ayer.)

i. Did you ask us if we brought it?

(¿Usteđ nos-preguntó si lo-trajimos?)

j. He said (:) we brought him that.

(Dijo que le-trajimos eso.)

k. When did we bring that?

(¿Cuándo trajimos eso?)

l. We told him that we brought it yesterday.

(Le-dijimos que lo-trajimos ayer.)

m. When did they bring it?

(¿Cuándo lo-trajeron?)

n. Did they bring it today?

(¿Lo-trajeron ~~h~~oy?)

o. Did they say that they brought it today?

(¿Dijeron que lo-trajeron ~~h~~oy?)

p. Did they say that they brought him five?

(¿Dijeron que le-trajeron cinco?)

q. How many books did they say (:) they brought?

(¿Cuántos libros dijeron que trajeron?)

r. How many chairs did they say (:) they brought?

(¿Cuántas sillas dijeron que trajeron?)

8. The word a~~h~~ora means 'now'. The word ya means 'already', but it is used frequently where English uses 'now'. Therefore, it is convenient to associate 'now' with ya. But you must not overlook the other meaning of ya. You learned Ya entiendo as 'Now I understand.' How else could it have been translated?

('I already understand.')

9. If Ya pue~~d~~o ~~d~~ecir eso means 'I can now say that', what other translation is possible?

('I already can say that', or 'I can already say that'.)

10. How do you say 'I can already ask that in Spanish'?

(Ya pue~~d~~o preguntar eso en español.)

11. How do you say 'He can already say that in Spanish'?

(Ya pue~~d~~e ~~d~~ecir eso en español.)

12. Would you translate ya as 'now' in this sentence?

Sí, señor. Ya lo-terminé anoche.

(No.)

13. What is the translation of the above sentence?

('Yes, sir. I already finished it last night.')

14. If someone asked ¿Uste~~d~~ lo-trajo?, the answer could be Sí, ya lo-traje. What does the answer mean?

('Yes, I already brought it.')

15. What, then, would be the meaning of Sí, ya le-~~d~~ije eso?

('Yes, I already told him (her, you) that.')

16. Say the following in Spanish.

a. I already brought it.

(Ya lo-traje.)

b. I already wrote that letter.

(Ya escriƀí esa-carta.)

c. I can now say that

(Ya pueđo đecir eso.)

d. I can already say that.

(Ya pueđo đecir eso.)

e. Yes, we already brought it.

(Sí, ya lo-trajimos.)

17. Fill in the blanks:

I brought: __________ I said: __________

(traje; dije)

18. Fill in the blanks:

We brought: __________ We said: __________

(trajimos; dijimos)

19. Fill in the blanks:

They brought: __________ You-all said: __________

(trajeron; dijeron)

20. The idea of 'going' is ir, neutral form. Voy (rhymes with estoy) is the I-form. What do these mean?

a. Voy mañana.

('I'm going tomorrow.')

b. Voy esta-noche.

('I'm going tonight.')

c. Voy porque quiero ir.

('I'm going because I want to go.')

21. How would you say 'I'm going because I have to go'?

(Voy porque tengo que-ir.)

22. How would you say 'I'm not going because I don't want to'?

(No ꝟoy porque no quiero.)

23. Make a guess as to what this one means: Nora y yo ꝟamos esta-noche.

(Nora and I are going tonight.)

24. Say 'Nora and I are going tomorrow.'

(Nora y yo ꝟamos mañana.)

25. Say 'We're not going today.'

(No v̸amos h̸oy.)

26. Say 'We're not going today; we're going tomorrow.'

(No v̸amos h̸oy; v̸amos mañana.)

27. If voy (which rhymes with estoy) is the I-form, and if vamos (which rhymes with estamos) is the we-form, make a guess as to what the he-form would be: v-____.

(va)

28. How then would you say 'He's going tomorrow'?

(Va mañana.)

29. Say 'He's not going tomorrow.'

(No v̸a mañana.)

30. Say 'He's not going tomorrow; he's going today.'

(No v̸a mañana; va h̸oy.)

31. Ask 'Are you going tonight?'

(¿Usted̸ v̸a esta-noche?)

32. Say 'Ask him if he's going.'

(Pregúntele si v̸a.)

33. Say 'I'm not going, but José says (:) he's going.'

(No v̸oy, pero José dice que v̸a.)

34. Do you recall how to say 'I was going' and 'He was going'? Say either one of these.

(Ib̸a.)

35. Now say 'I'm not going, but Nora said (:) she was going.'

(No v̸oy, pero Nora d̸ijo que ib̸a.)

36. Say this one: 'I'm not going, but Nora told me that José was going.'

(No v̸oy, pero Nora me-d̸ijo que José ib̸a.)

37. Now, again, if the they form of está is están, make a guess as to what the they-form of va is: ____________

(Van.)

38. Say 'They're going tonight.'

(Van esta-noche.)

39. Say 'They're not going tonight; they're going tomorrow.'

(No v̸an esta-noche; van mañana.)

40. Make a guess as to what the they-form of iƀa is: __________

(Iƀan.)

41. Say 'They were going tomorrow.'

(Iƀan mañana.)

42. Say 'They said that they were going tonight.'

(Dijeron que iƀan esta-noche.)

43. Say 'I told you that they were going tomorrow.'

(Le-đije que iƀan mañana.)

44. Fill the blanks:

I'm going: __________ I was going: __________

(Voy; iƀa)

45. Fill the blanks:

He's going: ________ He was going: __________

(Va; iƀa)

46. Fill the blanks:

They're going: _________ They were going: _________

(Van; iƀan)

47. Fill the blanks:

I'm going: __________ We're going: ____________

(Voy; vamos)

48. (We are purposefully avoiding the 'we were going' form. It presents rhythm difficulties, so we will present it for you in a recorded exercise later so that you can be sure to pronounce it right.)

49. Fill the blanks:

'I brought': _________ 'We brought': ___________

(traje; trajimos)

And, 'He brought': _________ 'They brought':_________

(trajo; trajeron)

50. Fill the blanks:

'I said (told)': _________ 'We said (told)': _________

(dije; dijimos)

And, 'He said (told)':________ 'They said (told)': ________

(dijo; dijeron)

51. Fill the blanks:

'I'm going': __________ 'We're going': __________

(voy; vamos)

And 'He is going': __________ 'They're going': ________

(va; van)

52. Fill the blanks:

'I (He) was going': ________ 'They were going' ________

(ib̸a; ib̸an)

Part 2. 'Going to do something'

53. You recall these two furmulas:

acab̸o .....de- ___________-r

tengo .....que-___________-r

54. 'Going to do something' is somewhat similar:

voy .... a-___________-r

55. Say 'I'm going to finish it.'

(Voy a-terminarlo.)

56. Say 'I was going to finish it.'

(Ib̸a a-terminarlo.)

57. Say 'I told you that I was going to finish it tomorrow.'

(Le-d̸ije que ib̸a a-terminarlo mañana.)

58. Say 'We're going to say that tonight.'

(Vamos a-d̸ecir eso esta-noche.)

59. Say 'We're going to the office tomorrow to tell him that.'

(Vamos a la oficina mañana a-d̸ecirle eso.)

60. Say 'We're going to ask him and tell him that.'

(Vamos a-preguntarle y a-d̸ecirle eso.)

61. Say 'José is going to prepare it, finish it, and bring it.'

(José v̸a a-prepararlo, a-terminarlo, y a-traerlo.)

62. Say 'I want to go.'

(Quiero ir.)

63. Say 'I want to go bring it.'

(Quiero ir a-traerlo.)

64. Say 'He has to go tell him that.'

(Tiene que-ir a-đecirle eso.)

65. Say 'I was going to go, but ...'

(Iƀa a-ir, pero ...)

66. Say 'I was going to go tell him that.'

(Iƀa a-ir a-đecirle eso.)

67. As you can observe in items 54 through 66, the a- before the neutral form is used after any form of voy, including the the neutral form (see # 62 and # 63).

68. As you can also observe in the above samples, the a- is placed with as many neutral forms as there are in the sentence (see # 59 and #60). If there were 500 verbs following a form of voy, each would be in its neutral form and each would be preceded by a-.

DIALOG

Review: Dialogs 14, 15, and 16.

New material:

(Clark has just said, 'Soy đe Chicago.')

Jones

¿Ah, sí? Yo soy đe Chicago también.	Really? I'm from Chicago too.
parte	part
de qué parte	from what part
¿De qué parte es usted?	From what part are you?

Clark

realiđađ	reality
en realiđađ	in reality
bueno	well ....
Bueno, en realiđađ, no soy đe Chicago ...	Well, to be honest, I'm not from Chicago ...
sino	but
una ciuđađ	a city
cerca ... de-	close, nearby

cerca de-Chicago	near Chicago
de una ciudad cerca de-Chicago	from a city near Chicago
...sino de una ciudad cerca de-Chicago: de Wilmette.	...but from a city near Chicago: from Wilmette.

Jones

tampoco	neither
Pues, yo no soy de Chicago	Well, I'm not from Chicago
tampoco.	either.
Soy de Evanston.	I'm from Evanston.

Profesor

¡Muy bien! Ahora, pregúntele a la señorita si es casada.	Very good! Now ask the young lady if she is married.

Jones

Señorita, ¿usted es casada o soltera?	Miss, are you married or single?

Nancy

Soy casada.	I'm married.

Observations and Practice

1. sino

There are two words that mean 'but' : pero, the most commonly used, and sino. Sino is used when contradicting or correcting a previous statement, as in:

'Not sentence No. 5, but No. 7.'

'He didn't say Jane, but June.'

'I'm not from Chicago, but from Evanston.'

'I didn't say that I would do it, but that I'd like to do it'.

Notice that the following sentence, though similar to the ones above, does not contain the aspect of correcting or contradicting. This one would use pero:

'I didn't say that I would do it, but I will.'

Sino is quite close in meaning to the English '...but rather...' Observe:

'Not sentence No. 5, but rather No. 7.'

'I didn't say that I would do it, but rather that I'd like to do it.'

'I'm not from Chicago, but rather from Evanston.'

1. Commands. (Part 2.)

Practice 1. (Recorded)

You will hear your instructor's voice saying that he is going to do something. You are to agree with him, and tell him to go ahead and do it.

Examples: 1. 'Voy a-preguntarle eso.'
Your response: Pues, muy b̸ien, pregúntele eso.
'(Well, O. K., ask him that.)'
2. 'Voy a-terminarlo'.
Your response: Pues, muy b̸ien, termínelo.
'(Well, O. K., finish it.')

Practice 2.

Precede each of the following with 'Por fav̸or...' and change the phrase to represent a command.

Example: 1. ...terminarlo mañana.
'Por favor, termínelo mañana.'

1. ...terminarlo mañana.
2. ...prepararlo h̸oy.
3. ...recomendarlo.
4. ...recomendar ese-lib̸ro.
5. ...recomendarle ese-lib̸ro.
6. ...recomendarle ese-metal.
7. ...recomendarle esa-señorita.
8. ...confirmar eso.
9. ...confirmarle la carta.
10. ...terminarle la carta.
11. ...preparar una lección práctica.
12. ...prepararle una lección práctica.

13. ...terminar la carta urgente.

14. ...terminar esta-lección.

Practice 3. (Recorded)

You will be asked 'When are you going to __________?'
Answer that you are going to _________ tomorrow.

Example:

1. ¿Cuándo v̸a a-terminarlo?

Your response: Voy a-terminarlo mañana.

The main purpose of this exercise is to get you accustomed to using a-; therefore, listen for it and, of course, don't fail to use it.

2. Personal 'a'.

The 'word' a is used in a variety of ways, sometimes with some meaning and other times, as in voy ... a-, with no meaning. We will now learn its use in a grammatical meaning before certain kinds of words.

Before words which represent human beings (like 'doctor', 'you', 'the teacher', etc., but not 'car', 'house', 'letter', etc.), a- is used as a grammatical signal that says, in effect, 'the person following this a- is not the subject.'

Therefore, from your point of view as a learner of Spanish, if you were to say 'José wants to defend Sánchez' as follows, you would be incorrect even though you might be understood:

'José quiere d̸efender Sánchez'.

The proper way is to say:

'José quiere d̸efender a-Sánchez.'

Spanish ears are, of course experienced in the use of this a-, and whenever a sentence contains two human beings, they can tell which one is the subject (the one without a-) and which one is not the subject (the one with a-). This means, as you will become more aware of this in the future, that sentences can have the wording changed around into unusual sequences; 'unusual' to you but not to the Spanish speaker. For example, all of the following sentences are possible, and all of them mean 'José wants to defend Sánchez':

José quiere d̸efender a-Sánchez.
A-Sánchez José quiere d̸efender.
A-Sánchez quiere d̸efender José.
José a-Sánchez quiere d̸efender.
José quiere a-Sánchez d̸efender.

Practice 4.

In each of the following sentences, who is performing the action? That is, who is the subject? The correct answer appears to the right.

1. José d̸efendió a-María. (José)
2. A-María d̸efendió José. (José)
3. Sánchez no pued̸e recomendar a-José. (Sánchez)
4. ¿No pued̸e José recomendar a-Sánchez? (José)
5. ¿Cuándo recib̸ió a-María Sánchez? (Sánchez)
6. ¿A-usted̸ lo-recib̸ió José (José)
7. ¿A-usted̸ le-gusta María? (María)
8. A-los profesores los-guiará la señorita Jones. (la señorita Jones)
9. Al-embajad̸or le-ofreció dos resoluciones el diputad̸o. (el diputad̸o)
10. El embajad̸or le-ofreció unas cenas al-diputad̸o. (el embajad̸or)

3. Duplication with 'le-'.

This sentence is correct: 'Dije eso.'
This sentence is correct: 'Le-d̸ije eso.'
This one is also correct: 'Le-d̸ije eso a-María.'
But this one is 'incorrect': 'Dije eso a-María.'

With nouns which occupy the (______) relationship, Spanish speakers normally use le- also. In translating, just ignore the le-. That is, for 'Le-d̸ije eso a-María', don't try to say 'I told her that to María'. Simply say 'I told that to María.'

Practice 5.

Which of the following sentences are normal to Spanish speakers? (Answers are below the exercise.)

1. Le-d̸ijimos eso al profesor.
2. ¿Quién trajo eso?
3. ¿Quién dijo eso?
4. ¿Usted̸ d̸ijo eso a-José?
5. Yo les-ofrecí un lib̸ro d̸iferente.
6. Yo recomendé ese-lib̸ro al profesor.
7. Escrib̸ieron una carta a-Nora.
8. Le-v̸endimos el carro a-Sánchez.
9. Les-ofrecimos una fiesta grande.
10. Preguntamos Carlos eso.

(Normal: 1, 2, 3, 5, 8, 9.)

Note: Sentence No. 10 appears to mean 'We asked Charles that', and this is the right meaning. However, two things are missing: le- and a- : 'Le-preguntamos a-Carlos eso.' The word order is more commonly arranged as 'Le-preguntamos eso a-Carlos.' As it stands, No. 10 would be incomprehensible to most Spanish speakers. These little 'words' le- and a- are important, obviously.

Practice 6.

What do the following sentences mean? Keep the English translation covered until after you have produced a suitable translation.

1. ¿Quién va a-recomendar eso?	'Who's going to recommend that?'
2. ¿Quién va a-recomendarle eso?	'Who's going to recommend that to him (her, you)?'
3. Sí, señor. Vamos a-preguntarle eso ħoy.	'Yes, sir. We're going to ask him (her, you) that today.'
4. Le-recomendé eso a-María ayer.	'I recommended that to María yesterday.'
5. Le-ꝟendimos el carro a-Sánchez.	'We sold the car for Sánchez', or 'We sold the car to Sánchez.'
6. Les-ofrecimos una fiesta a-María y a-Nora.	'We offered a party to María and to Nora.'
7. ¿Usteđ le-đijo eso a-José?	'Did you tell that to José'? or 'Did you tell José that?'
8. Voy a-recomendarle eso al profesor.	'I'm going to recommend that to the teacher.'
9. Yo iƀa a-đecirle eso a-Gómez.	'I was going to tell that to Gómez.'
10. ¿Usteđ le-ꝟendió el carro a-Sánchez?	'Did you sell the car for Sánchez (or, to Sánchez)?'
11. ¿Usteđ ꝟa a-permitirle a-María usar el carro?	'Are you going to allow María to use the car?
12. Sí, José me-ꝟendió el carro.	'Yes, José sold me (or, for me) the car.'
13. Van a-ꝟenderle el carro a-Gómez.	'They're going to sell the car to (for) Gómez.'
14. José va a-prepararle eso al profesor.	'José is going to prepare that for the teacher.'
15. María conoce a-José.	'Mary knows José.'
16. Sí, recomendé a-María.	'Yes, I recommended María.'

Practice 7. (Recorded)

You and your friend will be asked 'When are "you-all" going to ____?'

Reply by saying that both of you are going to _________ tomorrow.

Example:

1. ¿Cuándo v̸an a-terminarlo?

Your response: Vamos a-terminarlo mañana.

Practice 8. (Recorded)

You will be asked questions similar to Practice 7 except this time they are in the Past. You will be asked 'When were "you-all" going to _____?' As in Practice 7, reply 'We were going to ________ tomorrow.'

The 'we were going' form is íb̸amos.

Variations

Part 1.

Based on sentences which you have memorized in the dialogs, each of the following groups represents variations of these sentences. Read these over carefully; if in doubt, consult the translation that appears as Part 2.

a.

1. Tiene razón; esa-frase es bastante fácil.
2. No, no tengo razón, es un poco d̸ifícil.
3. ¿Quién tiene razón, usted̸ o yo?
4. Lo siento, pero usted̸ no tiene razón.

b.

1. Creía que era algo diferente.
2. Creía que era más importante.
3. Creía que Sánchez ib̸a mañana.
4. Creía que íb̸amos a la fiesta.
5. Creía que eran más fáciles.
6. Creía que José era colombiano.
7. Creía que no era algo tan importante.
8. Creíamos que usted̸es ib̸an mañana.
9. Creíamos que usted̸es eran americanos.

c.

1. ¿Cómo se-d̸ice eso en inglés?
2. ¿Cómo se-v̸a d̸e aquí a Washington?
3. No se-d̸ice eso en español.
4. No se-pued̸e d̸ecir eso en español.
5. No se-pued̸e d̸ecir eso en inglés.
6. Sí, señor. Se-pued̸e ir muy fácil.
7. No se-usa esa frase en español.
8. Creo que aquí no se-b̸aila mucho.

d.

1. ¿De d̸ónde es usted̸?
2. ¿De d̸ónde es Sánchez?
3. ¿Es usted̸ d̸e Chicago?
4. ¿De d̸ónde son usted̸es? ¿De Evanston?

e.

1. ¿De qué parte es usted̸?
2. ¿En qué parte d̸e Venezuela está Caracas?
3. ¿De qué parte son usted̸es?
4. ¿En qué parte quiere estud̸iar usted̸?
5. ¿A qué parte v̸a usted̸?

Part 2.

Study these sentences carefully. Be prepared to produce these quickly and without hesitation when called upon by your instructor. (You will notice that these are exactly the same as the sentences of Part 1.)

a.

1. You're right; that sentence is pretty easy.
2. No, I'm right; it is a little difficult.
3. Who's right, you or me (I)?
4. I am sorry, but you are not right.

b.

1. I thought it was something different.
2. I thought it was more important.
3. I thought Sánchez was going tomorrow.
4. I thought we were going to the party.
5. I thought they were easier.
6. I thought José was Colombian.
7. I thought it wasn't anything (something) so important.
8. We thought 'you-all' were going tomorrow.
9. We thought 'you-all' were Americans.

c.

1. How do you say that in English?
2. How does one go from here to Washington?
3. You don't (one doesn't) say that in Spanish.
4. You can't (one can't) say that in Spanish.
5. You can't (one can't) say that in English.
6. Yes, sir. You can (one can) go very easily.
7. You don't (one doesn't) use that sentence in Spanish.
8. I think that here one doesn't dance a lot.

d.

1. Where are you from?
2. Where is Sánchez from?
3. Are you from Chicago?
4. Where are 'you-all' from? From Evanston?

e.

1. From what part are you?
2. In what part of Venezuela is Caracas?
3. From what part are 'you-all'?
4. In what part do you want to study?
5. To what part are you going?

Part 3. Comprehension. (Recorded)

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

Part 4. New vocabulary. (Recorded)

For each of the following numbers you will hear several sentences. Among these sentences there is a new word. The meaning of this new word should be obvious to you from the way it is used.

Try to write this new word in the blank space, and to the right, write its meaning. The correct answers appear below for you to make sure you have understood correctly.

New word Meaning:

1. ______________________ :

2. ______________________ :

3. ______________________ :

4. ______________________ :

5. ______________________ :

Answers:

1. lejos : far, distant
2. saƀe: he-form of 'knowing'
3. nunca : never or ever
4. nuestro : our
5. después : later, afterwards

Applications

Part 1.

How would you say the following utterances?

1. From what part are you? 2. From what part are you-all? 3. From what part are you and your wife from? 4. Are you and your wife from here? 5. We're not from here; we're from Philadelphia. 6. Are you from Arizona?

7. No, I'm not from Arizona, but from California. 8. Is Caracas in Colombia?
9. No, Caracas is not in Colombia, but rather in Venezuela. 10. That is not
difficult, but rather, easy. 11. How does one say that in Spanish?
12. I don't know how one says that. 13. I think it doesn't exist. 14. Does
one use that phrase in Spanish? 15. No, one doesn't use that phrase in
Spanish. 16. Is Swarthmore far from Philadelphia? 17. No, it is close.
18. Swarthmore is not far from Philadelphia; it is very close. 19. Does
José know everything? 20. Do you know everything? 21. I never know the
lesson. 22. I never know what that phrase means. 23. Nora doesn't know
what that means either. 24. Sánchez always goes, but I never go. 25. I
don't go ever. 26. I'm not going to sell my car ever. 27. Are you going
to defend her? 28. No, I'm not going to defend her ever. 29. And I am
not going to defend her ever, either. 30. He is not going to sell his car
ever. 31. I never understand the exercises. 32. I want to recommend that.
33. Well, recommend it. 34. I want to prepare this today. 35. Well,
prepare it. 36. I want to write a letter. 37. I don't want to defend
Nora. 38. I don't want to offend María. 39. I'm not going to sell my car.
40. I'm not going to write José. 41. I'm not going to receive María.
42. I'm not going to defend José. 43. I'm not going to recommend José.
44. I'm not going to decide that today. 45. I don't plan to sell my car today.
46. I don't plan to defend Nora today. 47. I don't intend (plan) to recommend
that today. 48. I don't intend (plan) to write José today. 49. I'm going
to write her. 50. I'm going to write her a letter. 51. I'm going to write
María (...escribirle a-María.) 52. I'm going to ask Sánchez (similar to #
51). 53. I'm going to sell my car to José (similar also). 54. I was going
to sell him my car, but now I can't. 55. I was going to sell José my car,
but now I don't want to. 56. Yes, I was going to ask him that. 57. Yes,
I was going to ask José that. 58. I know Gómez very well. 59. Gómez
knows Sánchez very well. 60. No, sir; I never was going to ask you that.

Part 2.

The following questions concern your own life. Be prepared to produce same sort of answer for your instructor, an answer related to your own experience.

1. ¿Cómo se-llama usted?

2. ¿Es casad̸o (-a)?
3. ¿Como se-llama su-esposa (-o)?
4. ¿Usted̸ tiene h̸ijos?
5. ¿Cuántos h̸ijos tiene?
6. ¿Usted̸ tiene h̸ijos o h̸ijas?
7. ¿Dónde está su-esposa (-o)?
8. ¿Dónde está(n) su(s)-h̸ijo(s)?
9. ¿De d̸ónde es usted̸?
10. ¿Y su-esposa(-o)?
11. ¿En qué parte d̸e esta ciud̸ad̸ está su-apartamento?
12. ¿Su-apartamento está lejos d̸e-aquí?
13. ¿Dónde está su-apartamento?
14. ¿Usted̸ estud̸ió ayer?
15. ¿Qué estud̸ió usted̸?
16. ¿Usted̸ sab̸e la lección de h̸oy?
17. ¿Usted̸ piensa estud̸iar h̸oy?
18. ¿Qué piensa estud̸iar?
19. ¿Usted̸ v̸a a-estud̸iar ah̸ora o d̸espués?
20. ¿Qué v̸a a-estud̸iar mañana?
21. ¿Usted̸ siempre sab̸e la lección?
22. ¿Usted̸ nunca sab̸e la lección?
23. ¿Usted̸ conoce a-nuestro-profesor?
24. ¿Cómo se-llama nuestro-profesor?
25. ¿Nuestro-profesor es colombiano?

Part 3.

Be prepared to be engaged by your instructor in the following conversation:

A.

Hi, Joe! Where're you going?

---I'm going to study.

Study what?

---Spanish.

Spanish?!

---You're right: Spanish. Do you want to study Spanish with me?
Spanish? Drop dead!

B:

Hey, Joe! Did you bring your book?

--- Which one?

The Spanish book.

--- Sure. Why?

Did the teacher say which lesson we were going to study?

--- I believe (:) he said (:) we were going to have lesson 8.

Are you going to study it now?

--- I was going to study it, but I can't.

Why?

--- Because I don't have time now.

I'm going to prepare it later.

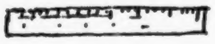
END OF UNIT 17

UNIT 18

INTRODUCTION

Part 1.

1. This is a ruler:



2. Spanish will use es in all of the following sentences:

   It is a ruler.

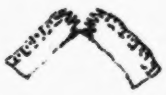
   It is a yellow ruler.

   It is a centimeter ruler.

   It is a useful ruler.

   It is a wooden ruler.

3. This ruler is broken:



4. Spanish will use está in the following:

   The ruler is broken.

   The ruler is faded.

   It is dirty.

   It is clean.

   It is stained.

5. WHAT something is ('a ruler') or WHAT KIND it is ('a centimeter ruler', 'a yellow ruler') will use the verb ______________.

(es)

6. HOW something is ('broken', 'dirty', etc.) will use the verb ____________.

(está)

7. That is, when you are talking about something, you are involved in expressing characteristics which Spanish insists on differentiating by the use of es or está. If these characteristics are NORMAL, that is, the way you normally think of it as being, you use the verb _________.

(es)

8. If these characteristics are not normally associated with what you are talking about, you use the verb __________.

(está)

9. What verb would Spanish speakers use in the following?

María is a pretty girl.

(es)

Pedro is a smart student.

(es)

José is ill.

(está)

José is limping.

(está)

Jack is a cripple.

(es)

Bill is cross-eyed.

(es)

María is a blond.

(es)

10. (The following situation is a little exaggerated, but it serves to point out further the difference between es and está.) 'I have a friend named Jane. Jane is a blond. This morning, however, she showed up in class with a reddish tint in her hair. She is really a blond, but she now looks like a redhead.'

The speaker in the above situation thinks of Jane as a blond: that's normal, that's the way God made her. Therefore, he would say that she es a blond. However, since her new shade of hair is not normal from his point of view, he will say that she está a redhead.

But, Mr. Jackson, who just met Jane today for the first time, associates the reddish tint as her normal shade, so he would say that Jane es redheaded.

If Jane continues to wear this reddish shade, eventually all her friends will accept her as being a redhead. When such acceptance is achieved, they will all say that Jane es a redhead.

11. (Here is a situation for you to figure out:) Bill and Bob have not seen each other since they were roommates in college several years ago. Now they have come across each other for the first time since then, and they are talking about the 'good old college days.' Bill asks, 'Remember Eloise? I wonder if she's married.' Bob answers, 'Yes, she is married now.'

What verb would be used by both Bill and by Bob in talking about Eloise being married?

(está)

12. (Here is another situation for you to figure out:) Two young bachelors who share an apartment are buying some groceries at the local, neighborhood store. One of them notices this attractive girl who is also shopping for groceries, and he wonders out loud if he dares to introduce himself to her with the object of asking her for a date. The other bachelor happens to know that she is married, and he advises, 'Uh-uh, she's married!'

What verb would he have used if he had been speaking Spanish?

(es)

13. In the situation portrayed in No. 11 Bill and Bob are referring to a change in Eloise's status. They are wondering if Eloise is not the way they normally associated her as being: single.

In No. 12, one of the bachelors is idenfitying the young lady as what she is: a married person.

14. Here is another situation of much interest to both men and women. First, a clarification: 'How pretty...' is said: ¡Qué bonita...'

If at a dance, a male friend walks up to your wife and says ¡Qué ƀonita es usteđ! he probably should be slapped, because he is flirting. If he should say, as he should in good behavior, ¡Qué ƀonita está usteđ!, it's all right: he is being complimentary.

¡Qué ƀonita es usteđ! = 'How pretty you are!'

¡Qué ƀonita está usteđ'=Is a reference to how pretty you look, thanks to the lovely dress, hair-do, etc. A good translator would translate this into English as 'How nice you look!

15. Finally, a long time ago -- long before Spanish was called 'Spanish' -- the verb está existed in the approximate meaning of 'standing'. This is the origin for the where of something, and it is responsible for the use of está in thoughts like these:

The door is ('stands') open.

The box is ('stands') empty.

Part 2.

16. 'A good student' is un estuđiante ƀueno. Answer this question: ¿Es usteđ un estuđiante ƀueno?

Sí, ______________________________

(Sí, soy un estuđiante ƀueno.)

17. A girl-student would speak of herself as una estuđiante ƀuena. Answer this question: ¿María es una estuđiante ƀuena?

Sí, ______________________________

(Sí, es una estuđiante ƀuena.)

18. A 'bad' student would be malo instead of bueno. Ask this question of a girl: 'Are you a "bad" student?'

____

(¿Uste~~d~~ es una estu~~d~~iante mala?)

19. Let's assume her reply is 'No, I'm not "bad"; I'm good.' Give us her reply.

____

(No, no soy mala; soy ~~b~~uena.)

20. Ask this question of a male-student:

'Are you a "bad" student?'

____

(¿Uste~~d~~ es un estu~~d~~iante malo?)

21. Give us his reply: 'No, I'm not "bad".'

____

(No, no soy malo.)

22. The way you ask somebody 'What are you?' is ¿Qué es uste~~d~~? This is a possible reply:

Soy americano.

23. Ask somebody 'What are you?'

(¿Qué es uste~~d~~?)

24. Give us his reply: 'I'm an American.'

(Soy americano.)

25. Notice that the above answer contains only two words. Ask a woman 'What are you?'

(¿Qué es uste~~d~~?)

26. Give us her reply: 'I'm a Colombian.'

(Soy colombiana.)

27. Ask your teacher what he is.

____

(¿Qué es uste~~d~~?)

28. Give us his answer: 'I'm a teacher.'

(Soy profesor.)

29. Notice that only two words are used in Spanish. Ask Mrs. Jones what she is.

(¿Qué es uste~~d~~?)

30. Give us her answer: 'I'm a teacher.'

(Soy profesora.)

31. Ask Mrs. Smith what she is.

(¿Qué es usted̸?)

32. Give us her reply: 'I'm a student.'

(Soy estud̸iante.)

33. She also says that she is a good student. Tell us what she said.

(Soy una estud̸iante b̸uena.)

34. What does this mean?

El señor que v̸endió el carro...

('The man who sold the car...')

35. What does this mean?

La señora que escrib̸ió la carta...

('The lady who wrote the letter...')

36. If El señor que v̸endió el carro... means 'The man who sold the car ...', what is the meaning of this?

El que v̸endió el carro...

('The one who sold the car...')

37. In reference to a woman, how would you say 'The one who wrote the letter ...'?

(La que escrib̸ió la carta...)

38. If two women wrote the letter, how would you say 'The ones who wrote the letter'?

(Las que escrib̸ieron la carta...)

39. If two men sold the car, how would you say 'The ones who sold the car...'?

(Los que v̸endieron el carro...)

40. In Unit 4, you learned to say 'The one dancing with José.' Repeat again, now, in Spanish: ______________________

(La que b̸aila con José.)

41. What other English wording could be used for La que b̸aila con José?

('The one who dances with José.')

42. What is the meaning of La que no pued̸e b̸ailar?

('The one who can't dance.')

43. What is the meaning of La que no quiere b̸ailar?

('The one who doesn't want to dance.')

44. How would you say, with reference to a man, 'The one who has just written the letter'?

(El que acab̸a d̸e-escrib̸ir la carta.)

45. How would you say, with reference to a woman, 'The one who has to write the letter'?

(La que tiene que-escrib̸ir la carta.)

46. What would this mean?

José es el que v̸a a-escriƀir la carta.

(José's the one who is going to write the letter.)

47. How would you say 'María is the one who is going to prepare it'?

(María es la que v̸a a-prepararlo.)

48. How would you say 'María and Nora are the ones who are going'?

(María y Nora son las que v̸an.)

49. Take a guess as to how you would say 'I'm the one who is going.'

(Yo soy el (or, la) que v̸a.)

50. How would you say, speaking to a woman, 'You are the one who is going'?

(Usteđ es la que v̸a.)

51. How would you say 'You're the one (:) going'?

(Usted es la (el) que v̸a.)

52. How would you say 'I'm the one (:) going'?

(Yo soy el (la) que v̸a.)

53. How would you say 'I'm the one (:) having to study it'?

(Yo soy el (la) que tiene que-estuđiarlo.)

54. How would you say 'You're the one (:) having to study it'?

(Usteđ es el (la) que tiene que-estuđiarlo.)

55. Make a guess with this one: 'You-all are the ones having to study it.'

(Usteđes son los (las) que tienen que-estuđiarlo.)

56. Make a guess with this one: 'José and I are the ones having to say it.'

(José y yo somos los que tenemos que-đecirlo.)

57. Say this one: 'José and I are the ones going.'

(José y yo somos los que v̸amos.)

58. Nora is speaking. How would she say 'María and I are the ones going'?

(María y yo somos las que v̸amos.)

59. Is this correct? Yo soy el (la) que v̸oy.

(no)

60. What is the correct way of saying

'I'm the one going'?

(Yo soy el (la) que v̸a.)

61. (If the last one bothers you because it does not use 'voy', you might find comfort in the fact that English is similar. We don't say in English 'I am the one who am going' but 'I am the one who is going.')

62. (You are now ready to begin your study of the dialog.

DIALOG

1. Review.

2. New dialog.

(Jones has just asked Nancy, ¿Usted es casađa o soltera?, to which she has replied, soy casađa.)

Jones

¡Ah, perđón!	Oh, pardon me!
entonces	then
Entonces usteđ es 'señora' y no'señorita'.	Then you're 'Mrs.' and not 'Miss'.

Nancy

Precisamente.	Precisely.

Profesor

viƀe	living (he-form, present)
Señora Williams, pregúntele al Sr. Jones que đónde ƀiƀe.	Mrs. Williams, ask Mr. Jones where he lives.

Nancy

Bien. Sr. Jones, ¿dónde ƀiƀe usteđ?	Fine. Mr. Jones, where do you live?

Jones

¿Aquí en Washington?	Here in Washington?

Nancy

¡Claro!	Naturally!

Jones

vivo	living (I-form, present)
la calle	the street
catorce	fourteen
en la calle catorce	on the 14th Street
Vivo en la calle catorce.	I live on 14th Street.
número	number
Número 2247.	At 2247.

Nancy

¿Es un apartamento?	Is it an apartment?

Jones

edificio	building
Sí. Es un edificio grande.	Yes. It's a big building.

Nancy

¿Cuál es el número del apartamento?	What's the apartment number?

Observations
and
Practice

1. Softened commands.

Though the occasions to give a command are frequent, we usually soften the command, such as in the relationship between a boss and his employee. In such cases, instead of saying 'Finish this by 4:00 o'clock!' we might say 'I want you to finish this by 4:00 o'clock.'

The same social courtesy exists in Spanish. The Spanish sentence is structured like this:

'I want (:) you to finish tonight.'

The verb 'finish' is in the command form.

Practice 1.

What do the following mean? If in doubt, check with Practice 2.

1. Quiero que usted termine esta-noche.
2. Quiero que usted recomiende a-José.
3. Quiero que usted prepare dos ejercicios.
4. No quiero que usted prepare eso ahora.
5. Quiero que usted confirme eso esta-noche.
6. Quiero que usted use eso mañana.
7. Quiero que usted examine el libro en mi-oficina.
8. No quiero que usted prepare eso.
9. Quiero que usted termine esta-carta hoy.
10. No quiero que usted termine esta-carta esta-noche, sino mañana.
11. No quiero que usted moleste a-José.
12. Quiero que usted recomiende su-apartamento hoy.
13. Quiero que le-recomiende su-apartamento a-José.
14. Quiero que usted me-recomiende su-carro.
15. No quiero que usted le-recomiende su-carro a-José.

Practice 2.

These are the same utterances of Practice 1. As you say each one of these in Spanish, check with Ptractice 1 to make sure you are correct.

1. I want you to finish tonight.
2. I want you to recommend José.
3. I want you to prepare two exercises.
4. I don't want you to prepare that now.
5. I want you to confirm that tonight.
6. I want you to use that tomorrow.
7. I want you to examine the book in my office.
8. I don't want you to prepare that.
9. I want you to finish this letter today.
10. I don't want you to finish this letter tonight, but instead, tomorrow.
11. I don't want you to bother José.
12. I want you to recommend your apartment today.

13. I want you to recommend your apartment to José.

14. I want you to recommend me your car.

15. I don't want you to recommend your car to José.

As you probably noticed in Practices 1 and 2, Nos. 13, 14, and 15, words like le-, me-, etc. are placed in front of the command forms in this softened command pattern. Whereas in the regular command usage, we have tried to teach you to say Uselo (or, in the negative, no lo-use), in the softened commands you are supposed to place these little words always in front of the verb.

Practice 3. (Recorded.)

This is a practice with the placement of these little words in regular commands and in softened commands.

Imagine that you are overhearing your boss speaking to one of your fellow co-workers. He is going to say to this person 'I want you (to do something). Please (do it).' You will hear him say only the first part: 'I want you (to do something)' You are to supply the second part. For example:

You will hear him say: Quiero que usted lo-termine.
You are to add: 'Por favor, termínelo.'

At times you may hear him asking this person not to do something. In this case, your completion would be 'Please, don't (do it).' Example:

You will hear him say: No quiero que usted lo-termine.
You are to add: 'Por favor, no lo-termine.'

Variations

Part 1.

Practice 4.

Practice with redundant le- and les-.

Say each of the following sentences in Spanish. Keep the correct translations covered until after producing your response.

1. I recommended that.

(Recomendé eso.)

2. I recommended that to him.

(Le-recomendé eso.)

3. I recommended that to her.

(Le-recomendé eso.)

4. I recommended that to you.

(Le-recomendé eso.)

5. I recommended that to José.

(Le-recomendé eso a-José.)

6. I recommended that to María.

(Le-recomendé eso a-María.)

7. I recommended that apartment to Nora.

(Le-recomendé ese-apartamento a-Nora.)

8. I wrote a letter.

(Escri~~b~~í una carta.)

9. I wrote her a letter.

(Le-escri~~b~~í una carta.)

10. I wrote María a letter.

(Le-escri~~b~~í una carta a-María.)

11. I asked Carlos that yesterday.

(Le-pregunté eso a-Carlos ayer.)

12. I finished the letter for him.

(Le-terminé la carta.)

13. I finished the letter for my teacher.

(Le-terminé la carta a-mi-profesor.)

14. I finished the letter for them.

(Les-terminé la carta.)

15. I asked María that.

(Le-pregunté eso a-María.)

16. I asked María and Nora that.

(Les-pregunté eso a-María y a-Nora.)

17. I confirmed that for José and Gómez.

(Les-confirmé eso a-José y a-Gómez.)

18. I told that to Gómez and his daughter.

(Les-~~d~~ije eso a-Gómez y a-su-~~h~~ija.)

19. I brought you five.

(Le-traje cinco.)

20. I brought 'you-all' five.

(Les-traje cinco.)

Practice 5.

Read these sentences over carefully. If any are not clear in their meaning, check with Practice 7.

1. ¿Cuál?-La que b̸aila con José.
2. Yo soy el que v̸a.
3. El que v̸a es José.
4. El que v̸a soy yo.
5. Yo soy el que no quiere eso.
6. Yo soy el que quiere que usted̸ termine.
7. José es el que quiere que usted̸ lo-recomiende.
8. La que es casad̸a es María.
9. La que es soltera es Nora.
10. Yo soy el que d̸ijo eso.
11. José y yo somos los que d̸ijimos eso.
12. Yo soy el que ib̸a.
13. José y Sánchez no son los que dijeron eso.
14. Nora y yo no somos los que trajimos eso.
15. Yo no soy el que ib̸a. El que ib̸a es Carlos.
16. Usted̸es son los que dijeron eso.
17. Yo soy el que tiene que-ir.
18. Nora es la que tuv̸o que-ir.
19. Yo y José somos los que tuv̸imos que ir.
20. Yo soy el que quiere que usted̸ termine h̸oy.
21. Yo soy el que no quiere que usted̸ prepare eso d̸espués.
22. José es el que ib̸a a-d̸ecir eso.
23. José es el que no pued̸e ir.
24. La que trajo a-Carlos es Nora.
25. Yo no ib̸a a la fiesta. Carlos es el que ib̸a.

Practice 6.

These are the same sentences as those in Practice 5. As you read each one of these in Spanish, check with Practice 5 to make sure you are correct.

1. Which one? -The one dancing with José.
2. I'm the one (who's) going.
3. The one (who's) going is José.
4. The one (who's) going is me.
5. I'm the one who doesn't want that.
6. I'm the one who wants you to finish.
7. José is the one who wants you to recommend it (or him).
8. The one who is married is María.
9. The one who is single is Nora.
10. I'm the one who said that.
11. José and I are the ones who said that.
12. I'm the one who was going.
13. José and Sánchez are not the ones who said that.
14. Nora and I are not the ones who brought that.
15. I'm not the one who was going. The one who was going is Carlos.
16. 'You-all' are the ones who said that.
17. I'm the one who has to go.
18. Nora is the one who had to go.
19. Me and José are the ones who had to go.
20. I'm the one who wants (:) you to finish today.
21. I'm the one who does not want (:) you to prepare that later.
22. José is the one who was going to say that.
23. José is the one who can't go.
24. The one who brought Carlos is Nora.
25. I wasn't going to the party. Carlos is the one who was going.

Part 2. Comprehension. (Recorded)

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

Part 3. New vocabulary (Recorded)

For each of the following numbers you will hear several sentences. Among these there will be a new word. Write these new words in the space shown below, and write their English meaning to the right.

New word — Meaning

1. ____________________ :
2. ____________________ :
3. ____________________ :
4. ____________________ :
5. ____________________ :

Answers :

1.	pequeña	'small'
2.	casa	'house'
3.	estado	'state'
4.	Estados Unidos	'United States'
5.	país	'country'

Applications

Part 1.

How would you say the following utterances?

1. How do you say that in English? 2. One says 'Then you are "Mrs.".' 3. Does one say that in Spanish? 4. No, one doesn't say that. 5. Can one say that in Spanish? 6. Yes, one can. 7. Can one go from here to Washington? 8. Yes, one can. It's very easy. 9. Does one use that sentence in Spanish? 10. Yes, one uses it a lot. 11. Who brought that? 12. José brought it. 13. Who brought Nora? 14. José brought her. 15. 'Who-all' brought Sánchez' car? 16. José and Nora brought it. 17. Did you say that? 18. No, I didn't say it. 19. Who said it? 20. Sánchez said it. 21. When did Sánchez say it? 22. He said it last night. 23. Who wrote that? 24. Jones' son wrote it. 25. How many exercises did 'you all' write? 26. We wrote five. 27. How

many sentences did 'you-all' prepare? 28. We prepared ten. 29. Did 'you-all' decide it yesterday? 30. Yes, we decided it in his office at five. 31. Where do you live? 32. I live on 14th Street. 33. Do you live in an apartment? 34. Yes, I live in a big building. 35. What is the building's number? 36. The number is 4 - 4 - 2 - 7. 37. Where does the teacher live? 38. I think (:) he lives in a city near Washington. 39. What's the name of that city? 40. It's name is Springfield. 41. How does one say 'yesterday afternoon'? 42. One says 'ayer por la tarđe'. 43. Did you study yesterday afternoon? 44. No, I didn't study because I had to take my wife to the city. 45. How does one say 'tomorrow afternoon'? 46. One says 'mañana por la tarđe'. 47. Did you study 'mañana por la tarde?' 48. Pardon me, I don't understand. 49. I asked you (:) if you studied mañana por la tarđe. 50. Pardon me, but one can't say that. 51. Why? 52. Because one uses 'estuđió' with 'ayer' and not with 'mañana por la tarde.' 53. You're right. I have to say va a-estuđiar. 54. Precisely. Va a-estudiar one uses with mañana por la tarde. 55. Very well. Then, are you going to study tomorrow afternoon? 56. Naturally! I always have to study. I plan to study today, and I'm going to study tomorrow. 57. Then, you study a lot? 58. Naturally! I have to study a lot because I have a-lot to study. 59. And tomorrow afternoon, are you going to study too? 60. No, tomorrow afternoon I'm not going to study because I can't. I plan to go to a party.

Part 2.

The following questions concern your own life. Be prepared to produce some sort of answer for your instructor, an answer related to your own experience.

1. ¿A cuál país piensa usteđ ir?
2. ¿Es un país grande?
3. ¿Ese país tiene 'estađos'?
4. ¿Cuál es la capital del país?
5. ¿De qué parte đe los Estađos Uniđos es usted?
6. ¿Cuál es la capital de su-estađo?
7. ¿Es una ciuđađ grande o pequeña?
8. ¿Está lejos đe-Washington?

9. ¿Cuál ciudad está más lejos de-Washington: Filadelfia o Los Angeles?
10. De esas dos ciudades, ¿cuál está más cerca de-Washington?
11. ¿Usted vive en una casa?
12. ¿La casa es grande?
13. ¿En que ciudad está su casa?
14. ¿En qué calle?
15. ¿Cuál es el número de la casa?
16. ¿Usted piensa vivir en esa-casa mucho tiempo?
17. ¿Cuándo estudió usted ayer?
18. ¿Cuánto estudió?
19. ¿Usted preparó todos los ejercicios?
20. ¿Qué trajo usted a la clase?

Part 3.

Be prepared to be engaged by your instructor in the following conversations:

A:

Miss, can you tell me if Mr. Sánchez is in his office?
--- I'm sorry, but he has just left.
Do you know where he went?
--- I think (:) he is with Mr. Jones ('el señor Jones').

When did he leave?
--- He has just left.
Do you know if he intends (plans) to prepare the letter?
--- Which letter?
The one we were going to write to Mr. Smith.

--- Oh, yes. He wants you to write it, I believe.

Very well. Thanks. I'm going to do it now.

--- If you want to, I can tell him that you are going to write it.

Fine! And thanks.

B: B

What lesson did he say (:) we were going to have?

--- Said 'who' ...?

The teacher.

--- I don't know, but I believe (:) he said (:) we were going to have lesson 10.

Did you study it?

--- No. I plan to study it tonight.

Why don't you study it now?

--- Because I don't have time. I have to finish these letters this afternoon.

C:

'Miss', don't prepare that letter now. I want you to prepare it this afternoon.

--- Very well.

I have to finish this report ('informe') today, and I want you to prepare it with me.

--- Is it a big report?

No, it's not very big. I think we're going to finish it in two (Horas).

--- Oh, then it's small. Where did you say that we were going to prepare it?

I didn't say, but we can prepare it here in my office. Later, you can finish it in your office.

--- When do we have to finish?

We have to finish it at 2:00. I think Robinson wants it in his office at 2:00.

END OF UNIT 18.

UNIT 19

INTRODUCTION

1. 'I did' is '*ħice*'. The pronunciation of *ħice* is the same as *dice* without the '*d*': '*(ħ)ice*'.

2. Say 'I did it.'

(Lo-ħice.)

3. Say 'I did it yesterday.'

(Lo-ħice ayer.)

4. Say this much of this question: 'Did you ask me if...?'

(¿Me-preguntó si...?)

5. Now ask 'Did you ask me if I did it?'

(¿Me-preguntó si lo-ħice?)

6. Say 'José said that I did it.'

(José đijo que yo lo-ħice.)

7. Say 'Did you say that I did it?'

(¿Usteđ đijo que yo lo-ħice?)

8. 'We did' is *ħicimos*. Notice that there is some resemblance to *dijimos*.

9. Now say 'We said that we did it.'

(Dijimos que lo-ħicimos.)

10. Say 'He said that we did it.'

(Dijo que lo-ħicimos.)

11. Say, 'No, sir. We didn't do that.'

(No, señor. No ħicimos eso.)

12. Say, 'We didn't say that we did that today; we said that we did that yesterday.'

(No đijimos que ħicimos eso ħoy; dijimos que ħicimos eso ayer.)

13. This same verb also means 'making'. For example, 'I made that' is *ħice eso*.

14. Say 'We made that.'

(ħicimos eso.)

15. Say 'I made that chair.'

(~~h~~ice esa-silla.)

16. What is the answer if someone asked you 'Did you do that?'

Sí, ___-__________.

(Sí, lo-~~h~~ice.)

17. What is the answer to 'Did you make that exercise?'

Sí, ___-__________.

(Sí, lo-~~h~~ice.)

18. As you can tell, lo-~~h~~ice can be used in one or the other of two meanings; of course, the context clarifies the meaning.

19. The they-form is what you might expect. Make a guess: _______.

(~~h~~icieron)

20. Ask, 'When did they do that?'

(¿Cuándo ~~h~~icieron eso?)

21. Answer: 'They did it today.'

(Lo-~~h~~icieron ~~h~~oy.)

22. Ask, 'Did they make that table?'

(¿~~h~~icieron esa-mesa?)

23. Answer: 'Yes, they made it.'

(Sí, la-~~h~~icieron.)

24. The he-form is also what you would expect from the point of view of its pronunciation but not from its spelling. That is, if we were to ask you to guess and say the he-form, more than likely you would say it correctly. The spelling, though, is not what you would expect:

~~h~~izo

Do not pronounce the z as an English 'z': either use an 's' sound as the Latin Americans do, '~~h~~iso', or if you are developing the Madrid standard accent, use 'th': '~~h~~itho'.

25. Ask, 'Did you do that?'

(¿Uste~~d~~ ~~h~~izo eso?)

26. Say, 'No, I didn't do it.'

(NO, no lo-~~h~~ice.)

27. Ask, 'Then, who did it?'

(Entonces, ¿quién lo-~~h~~izo?)

28. Answer, 'I don't know who did it.'

(No sé quién lo-~~h~~izo.)

29. Say, 'José did it, I believe.'

(José lo-~~h~~izo, creo.)

30. Fill the following blanks:

I did/made:_________ We did/made:_________

He " " :_________ They " " :_________

31. The neutral form of the idea of 'doing' or 'making' is h̸acer. Say, 'I'm going to do that tomorrow.'

(Voy a-h̸acer eso mañana.)

32. Say, 'We're not going to do that until tomorrow.'

(No v̸amos a-h̸acer eso h̸asta mañana.)

33. Say, 'He doesn't want to do that until tomorrow.'

(No quiere h̸acer eso h̸asta mañana.)

34. Say, 'He has to do that now.'

(Tiene que-h̸acer eso ah̸ora.)

35. Say, 'I have just done that.'

(Acab̸o d̸e-h̸acer eso.)

36. Say, 'He said that he was going to do it tomorrow.'

(Dijo que ib̸a a-h̸acerlo mañana.)

37. Examine the following forms and write which one is missing:

h̸ice _______ h̸icimos h̸icieron h̸izo

(h̸acer)

38. Write the form that is missing this time: h̸icimos h̸ice

__________ h̸acer h̸izo

(h̸icieron)

39. The command form is h̸aga. Say, 'Do it today, not tomorrow.'

(H̸ágalo h̸oy, no mañana.)

40. Say, 'Don't do it tomorrow; do it today.'

(No lo-h̸aga mañana; h̸ágalo h̸oy.)

41. What is the meaning of this?

Quiero que usted̸ lo-h̸aga h̸oy.

('I want you to do it today.')

42. How do you say 'I want you to make five chairs'?

('Quiero que usted̸ h̸aga cinco sillas.')

43. Say, 'I want you to make eight.'

('Quiero que usted̸ h̸aga ocho.')

44. You have seen forms like voy, vamos, va, van, and ib̸a. The neutral form of this verb is ir.

45. Say, 'Thanks, but I don't want to go today.'

(Gracias, pero no quiero ir h̸oy.)

46. Ask, 'Does María want to go with you?

(¿María quiere ir con usted̸?)

47. Say, 'He has just gone.'

(Acab̸a d̸e-ir.)

48. Say, 'Yes, but I have to go tomorrow.'

(Sí, pero tengo que-ir mañana.)

49. Say, 'I can go, but I don't want to.'

(Pued̸o ir, pero no quiero.)

50. Say, 'Sometimes I want to go, and sometimes I don't want to go.'

(A v̸eces quiero ir, y a v̸eces no quiero ir.)

51. You know that ib̸a means 'I was going'. How do you say 'I was going to go'?

(Ib̸a a-ir.)

52. Say, 'He was going to go, but...'

(Ib̸a a-ir, pero...)

53. The we-form and they-form are:

íb̸amos	(í-b̸a-mos)	'We were going'
íb̸an	(í-b̸an)	'They were going'

54. Say, 'We were going to go.'

(Ib̸amos a-ir.)

55. Say. 'We were going to say that, but...'

(Ib̸amos a-d̸ecir eso, pero...)

56. Say, 'They were going to do that...'

(Ib̸an a-h̸acer eso...)

57. Say, 'We were going to ask him that...'

(Ib̸amos a-preguntarle eso...)

58. Say, 'They were going to prepare him five...'

(Ib̸an a-prepararle cinco...)

59. Say 'We were going to ask them that...'

(Ib̸amos a-preguntarles eso...)

60. Say, 'He asked us if we were going.'

(Nos-preguntó si íb̸amos.)

61. Regard this series of translations as a test. Let your instructor know of any that were not easy for you.

a. Did you ask us if we were going?

(¿Nos preguntó si íb̸amos?)

b. They were going to ask him today.

(Ib̸an a-preguntarle h̸oy.)

c. Which children did that?

(¿Cuáles niños h̸icieron eso?)

d. Which children brought that?

(¿Cuáles niños trajeron eso?)

e. Did you bring that?

(¿Usted̸ trajo eso?)

f. Did you do that?

(¿Usted̸ h̸izo eso?)

g. They're going to do that today.

(Van a-h̸acer eso h̸oy.)

h. I have just gone.

(Acab̸o d̸e-ir.)

i. Don't do that today.

(No h̸aga eso h̸oy.)

j. We were going to go, but...

(Ib̸amos a-ir, pero...)

Part 2.

62. Complete the following paradigm:

mi-profesor -- mi__-profesores

(mis)

63. Complete this one:

su-oficina -- su__-oficinas

(sus)

64. And this one:

nuestro-nombre -- nuestro__-nombres

(nuestros-)

65. Try this one:

nuestr__-oficina

(nuestra-)

66. And this one:

nuestra__-oficinas

(nuestras-)

67. 'My' has only two forms: mi- and __?__

(mis-)

68. 'Your' or 'his' or 'her' has only two forms: su- and ______?

(sus-)

69. But nuestr- has __?__ forms.

(four)

70. These are:

nuestro- or nuestros-
nuestra- or ____?____

(nuestras-)

71. Say, 'Our name'.

(nuestro-nombre.)

72. 'Our names.'

(nuestros-nombres.)

73. Try this one even though you may miss it: 'Our cities'.

(nuestras-ciudades.)

74. And this one: 'Our invitations'.

(nuestras-invitaciones.)

75. And this one: 'Our streets'.

(nuestras-calles.)

76. Su-oficina you first learned as meaning 'his office', and later as either 'your' or '________ office.'

(her)

77. Notice still another meaning for su: if you were talking about Mr. and Mrs. Williams, you could say: su-apartamento es grande. In this case, su- equals our English word:_______

(their)

78. In summary, Spanish has a word which equals 'my' and another one which equates with 'our'. Their third word su- is used for everybody else. That is, su- stands for English 'his', 'her', 'your', '______', and even 'you-all's'.

(their)

79. Since these words are bound forms, that is, since they cannot stand by themselves (and that's the reason we use a hyphen with them, Spanish does not use these words in sentences like 'Yours has just arrived', 'Mine are in the office', etc. These are full forms. They will be learned later.

80. (You are now ready to begin the new dialog.)

DIALOG

Review.

New material.

(Nancy has just asked Jones, ¿Cuál es el número del apartamento?)

Jones

tercer-	third
tercer-piso	third-floor
Vivo en el tercer-piso.	I live on the third floor.
tres	three
nueve	nine
En el 349.	In 349.

Profesor

Muy bien, señora Williams.	Very well, Mrs. Williams.
dígame	tell me
Ahora, dígame dónde vive el Sr. Jones.	Now, tell me where Mr. Jones lives.

Nancy

Me-dijo	he told me
Me-dijo que vive en la calle 14 ...	He told me that he lives on 14th street..
...en una casa de apartamentos...	...in an apartment house...
...en el tercer piso, en el 349.	...on the third floor, in 349.

Profesor

la hora	the hour, the time
descanso	rest
la hora de descanso	the rest break
Muy bien. Ya es la hora de descanso.	Very well. It's already break time.
después	after

después đel descanso	after the break
continuar	Neutral form of 'continue'
continuaremos	we shall continue
Después del descanso, continuaremos.	After the break, we'll continue.

(Durante el descanso, tomando café)	(During the break, drinking coffee.)

Jones

le-gusta	'liking', he-form
¿Le-gusta la clase?	Do you like the class?

Nancy

bastante	quite a bit
Sí, bastante.	Yes, quite a bit.
me-gusta	'liking', I-form
Me-gusta el profesor mucho.	I like the teacher a lot.

Jones

de đonde	from where
él	he
¿De đónde es él?	Where's he from?

(To be continued.)

Observations
and
Practice

1. Plural of 'this'.

You already know that 'this class' is esta-clase, and although we have purposefully avoided the plurals you must have suspected that 'these classes' is estas-clases. However, the masculine form is not what you would expect:

este-carro .... estos-carros

There is no word 'estes-' in Spanish; the plural of este- is estos-.

Practice 1. (Recorded)

You will hear 'this-*fiesta*', and you are to change it completely into Spanish *esta-fiesta*. You will also hear plurals, of course, as in 'these-*fiestas*'.

Be sure you pronounce clearly the final syllable of the words for 'this' and 'these'. And be sure you are responding with the right gender.

2. *'Was going' and 'went'*.

You have already learned the 'was going' forms of *ir*:

I: *iƀa* We: *íƀamos*
He: *iƀa* They: *iƀan*

The idea of 'going' in the meaning of 'went' is:

I: *fui* We: *fuimos*
He: *fue* They: *fueron*

Students have difficulty pronouncing these forms. If you imagine the spelling as follows, and *if you say them fast*, you should be pronouncing them right:

'*fwi*' '*fwimos*' '*fwe*' '*fweron*'

Thus, 'I went yesterday' is *Fui ayer*, 'We went to receive her' is *Fuimos a-reciƀirla*, etc.

Practice 2. (Recorded)

You will hear fifteen questions involving 'Did you go...?' Reply affirmatively that you went.

3. *Plural of 'that'*.

You now have learned 'these': *estas*- and *estos*-.

'Those' is very similar: *esas*- and *esos*-.

'Those sentences' is *Esas-frases*, and 'those numbers' is *Esos-números*.

Practice 3. (Recorded)

As in Practice 1, you will hear 'that fiesta', and you are to change it completely into Spanish: esa-fiesta. Of course, you will also hear some in the plural.

Also as before, be sure you pronounce clearly the final syllable of the words for 'that' and 'those'.

Practice 4. (Recorded)

Practice with mi-, su-, and nuestr-. You will hear an English phrase. You are to say this in Spanish before your instructor's voice supplies the confirmation.

4. Divisions of a day.

midnight:	la med̸ianoche
morning:	la mañana
midday:	el med̸iod̸ía
afternoon:	la tard̸e
night:	la noche

You have been using h̸oy, anoche, and ayer. You now need to learn the following:

tonight:	esta-noche
this morning:	esta-mañana
this afternoon:	esta-tarde

In English we say 'in the morning' and 'in the afternoon', but we don't often say 'in the night'; we prefer saying 'during the night'. Spanish prefers 'during' for all three:

por la mañana

por la tard̸e

por la noche

Spanish keeps this 'during' in expressions like 'tomorrow morning', 'yesterday afternoon', etc.

mañana por la mañana	'tomorrow morning'
ayer por la mañana	'yesterday morning'
mañana por la tarde	'tomorrow afternoon'
ayer por la tarde	'yesterday afternoon'

(Note: In most areas of the Spanish-speaking world you will hear people frequently say mañana en la mañana, for mañana por la mañana. They frequently, though not always, use en for por in all of the day's divisions. However, in a few other areas this use of en for por is regarded as an anglicism (i.e. a 'corruption' brought on by the influence of the English language), and in these areas it would be better for you to use por. Since por is used and accepted in all areas, we are recommending that you adopt por as your standard form.)

Practice 5.

What do the following mean? If in doubt, consult Practice 6.

1. a. ¿Usted estuđió la lección anoche o esta-mañana?
   b. Estudié mi-lección ayer por la tarđe.
2. a. ¿Cuándo estuđió la lección cuatro?
   b. La estuđié ayer por la mañana.
3. a. ¿Cuándo ɏa a-estuđiar la lección cinco?
   b. Voy a-estuđiarla mañana.
4. a. ¿Por la mañana o por la tarđe?
   b. Por la mañana.
5. a. ¿Cuándo preparó usteđ el ejercicio número ocho?
   b. Lo-preparé este-međiođía.
6. a. ¿Usteđ estuđió anoche a la međianoche?
   b. Estuđié anoche, pero no a la međianoche. Terminé más temprano. Terminé a las siete.
7. a. ¿Quién terminó a las ocho?
   b. ¿Anoche o esta-mañana?

8. a. Anoche.
   b. José terminó anoche a las ocho. Pero yo terminé anoche a las siete.
9. a. ¿Cuándo v̸a usted̸ a-traer mi-lib̸ro?
   b. Pienso traerlo al med̸iod̸ía.
10. a. ¿Al med̸iod̸ía h̸oy o mañana?
    b. No, h̸oy al med̸iod̸ía.
11. a. ¿Cuándo trajo usted̸ el del profesor?
    b. Lo-traje ayer por la tard̸e.
12. a. ¿Qué piensa h̸acer usted̸ esta-noche?
    b. No sé. Estud̸iar, creo.
13. a. ¿Cuántas h̸oras estud̸ió usted̸ anoche?
    b. No sé. Dos, creo.
14. a. ¿Cuántas h̸oras estud̸ió José?
    b. ¿Cuándo? ¿Ayer o h̸oy?
15. a. Ayer.
    b. ¿Por la mañana, por la tard̸e, o por la noche?
16. a. Por la tard̸e.
    b. Creo que estud̸ió d̸os h̸oras también.
17. a. ¿Cuántos ejercicios preparó usted̸?
    b. ¿Cuándo? ¿Ayer o anoche?
18. a. Ayer por la noche; anoche.
    b. Pues, los-preparé tod̸os.
19. a. ¿Tod̸os anoche? ¡Imposib̸le!
    b. Sí. Dos ejercicios por la tard̸e, y cuatro por la noche.
20. a. Ah, pero yo le-pregunté a-usted̸ que cuántos preparó anoche.
    b. Ah, perd̸ón. Preparé cuatro por la noche.

Practice 6.

The following utterances are exactly those of Practice 1, except this time they are in English. As you say each one of these in Spanish, check with Practice 5 to make sure you are correct.

1. a. Did you study the lesson last night or this morning?
   b. I studied my lesson yesterday afternoon.
2. a. When did you study lesson four?
   b. I studied it yesterday morning.
3. a. When are you going to study lesson five?
   b. I'm going to study it tomorrow.
4. a. In the morning (i. e., 'during the morning') or in the afternoon?
   b. In the morning.
5. a. When did you prepare exercise number eight?
   b. I prepared it this noon.
6. a. Did you study last night at midnight?
   b. I studied last night, but not at midnight. I finished earlier. I finished at seven.
7. a. Who finished at eight?
   b. Last night or this morning?
8. a. Last night.
   b. José finished last night at eight. But I finished last night at seven.
9. a. When are you going to bring my book?
   b. I plan to bring it at noon.
10. a. At noon today or tomorrow?
    b. No, today at noon.
11. a. When did you bring the teacher's?
    b. I brought it yesterday afternoon.
12. a. What do you plan to do tonight?
    b. I don't know. Study, I think.
13. a. How many hours did you study last night?
    b. I don't know. Two, I believe.
14. a. How many hours did José study?
    b. When? Today or yesterday?
15. a. Yesterday.
    b. In the morning, afternoon, or night?

16. a. In the afternoon.
    b. I think (:) he studied two hours also.
17. a. How many exercises did you prepare ?
    b. When? Yesterday or last night?
18. a. Yesterday, during the night; last night.
    b. Well, I prepared all of them.
19. a. All last night? Impossible!
    b. Yes. Two exercises in the afternoon, and four during the night.
20. a. Oh, but I asked you (:) how many you prepared last night.
    b. Oh, pardon me. I prepared four during the night.

Variations

Part 1.

Practice 9.

Read these sentences over carefully. If any are not clear to you, check with Practice 10.

1. Lo siento mucho, pero no entiendo eso.
2. Lo siento mucho, pero no entiendo a-Nora.
3. ¿Usted entiende al profesor?
4. ¿De d̸ónde es usted̸? ¿De los Estad̸os Unid̸os?
5. ¿Cómo? No entendí. No entendí lo que d̸ijo.
6. ¿Usted̸ v̸iv̸e en una casa de apartamentos?
7. ¿En qué piso v̸iv̸e usted̸? ¿En el tercer-piso?
8. En los Estad̸os Unid̸os, viv̸o en una casa pequeña cerca d̸e la ciud̸ad̸ d̸e Houston.
9. ¿Cuál es el número de su-apartamento?
10. Mi apartamento está en el tercer piso. Es el número tres-siete-cinco.
11. ¿Usted̸ tiene que-preguntarle eso?
12. ¡Ya lo-creo! Tengo que-preguntarle eso al profesor porque no lo-entiendo b̸ien.
13. ¡Claro! Pero tengo que preguntarle eso a-José.
14. ¿Cómo se-d̸ice 'quite a bit' en español?

15. Se-đice 'bastante'. Se pueđe đecir 'No tengo que-estuđiar mucho, pero tengo que-estuđiar bastante.'
16. ¿Y eso quiere đecir quite a bit?
17. Precisamente.
18. ¿Le-gusta esta-clase?
19. Sí, me-gusta bastante, pero creo que es un poco đifícil.
20. No, no es đifícil. Pero no es tan fácil tampoco.
21. ¿Cuándo piensa estuđiar la lección nueꝟe?
22. Voy a-estuđiarla esta noche, creo.
23. ¿Y cuándo vamos a-preparar los ejercicios?
24. Si usted quiere, esta-noche también.
25. ¿Ya es la ħora đe đescanso?
26. Sí. Después đel descanso, continuaremos con los ejercicios đe la lección tres.

Practice 10.

These are the same sentences of Practice 9. Practice saying these in Spanish.

1. I'm very sorry, but I don't understand that.
2. I'm very sorry, but I don't understand Nora. (a-Nora)
3. Do you understand the teacher? (al profesor)
4. Where are you from? From the U. S.?
5. How's that? I didn't understand. I didn't understand what you said.
6. Do you live in an apartment house?
7. On what floor do you live? On the third floor?
8. In the U. S., I live in a small house near the city of Houston.
9. What (use cuál) is the number of your apartment?
10. My apartment is on the third floor. It's number (el número) 3-7-5.
11. Do you have to ask him that?
12. I should say so! I have to ask the teacher that (check the Spanish version for word order) because I don't understand it well.
13. Naturally! But I have to ask José that.
14. How do you say ('quite a bit') in Spanish?
15. One says bastante. One can say 'I don't have to study a lot, but

I have to study quite a bit.'

16. And that means ('quite a bit')?
17. Precisely.
18. Do you like this class?
19. Yes, I like it (= me gusta) quite a bit, but I believe it is a little difficult.
20. No, it isn't difficult, but it isn't so easy either.
21. When do you plan to study lesson nine?
22. I'm going to study it tonight, I believe.
23. And when are we going to prepare the exercises?
24. If you want to, tonight also.
25. Is it already break time?
26. Yes. After the break, we shall continue with the exercises of lesson three.

Part 2. Comprehension. (Recorded)

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

Part 3. New vocabulary. (Recorded.)

For each of the following numbers you will hear several sentences. Among these there will be a new word. Write these new words in the space shown below, and write their English meaning to the right.

New word. Meaning:

1. ______________________
2. ______________________
3. ______________________
4.(a)______________________
(b)______________________

(Answers are on last page of this Unit.)

Applications

Part 1.

How would you say the following utterances?

1. Where do you live? 2. I live on 14th Street. 3. Do you live in an apartment house? 4. Yes, it's a big building. 5. What (cuál) is the number of the building? 6. Number 3379. 7. On what floor do you live? 8. On the tenth floor. In apartment number 10-30. 9. Are you married? 10. Yes, I am married. 11. How many children do you have? 12. We have three: two sons and one daughter. 13. Do you know to what (cuál) country you are going? 14. I think we're going to Colombia. 15. When are you going to leave? 16. I don't know. I think (:) in two months. 17. Are the children going with you? 18. Of course. Do you know to what (cuál) country you are going? 19.Yes. Mr. Jones (El señor Jones) told me that we were going to Chile. 20. Fine. I'm glad. Chile is a very modern country. 21. I'm a little sad today because I didn't study my lesson well. 22. Today's lesson has many (muchas) words that are difficult. 23. The teacher is not happy with me either. 24. He told me that I was going to have to study more. 25. I told him that I was going to study more. 26. Who is the one who is going to Venezuela? 27. My wife and I are the ones going to Venezuela. 28. We are the ones who want to leave early. 29. We are not the ones who want to leave early. 30. We are the ones who don't want to leave early. 31. María is the one who said that. 32. José is the one who brought that. 33. José is the one who went. 34. María is not the one who was going this afternoon. 35. The one who was going this afternoon is the teacher. 36. Do you know if Nora is the one who said that? 37. No, Nora didn't say it, but she wants to say it. 38. Tell her (Dígale) that I want to say it. 39. Ask María (Pregúntele a-María) if she wants to say it. 40. Tell her that I want to leave early. 41. Tell María (Dígale a-María) that I want to go to my office at 5:00. 42. Tell José that I want to go to my office after 5:00 (después de las 5:00). 43. Tell Sánchez that I want to go to my classroom after 4:00. 44. Tell Gómez that I want to go to my house before 9:00 (antes de las 9:00). 45. Tell Jones

that I want to bring it before 3:00. 46. The teacher wants to go before 2:00. 47. The teacher wants to go to his office after 9:00. 48. Do you want to go after 6:00? 49. Do you want to go before or after 6:00? 50. He told me that he was going to bring it before 4:00. 51. When were you born? In what year? 52. I was born in 1930. 53. Did José bring it already? 54. I think (:) he has just brought it. 55. Do you know if Nora finished? 56. I don't know, but I think she has just finished. 57. Do you know if Sánchez made the three exercises? 58. To be honest, I don't know. But I think he has just made them. 59. Do it now. 60. Please, finish them early.

Part 2.

Each of the following sentences contains one and only one error. Rewrite the sentences correctly.

1. Creo continuaremos esta tarđe.

____

2. Yo quiero que usteđ diga eso, las 4:00.

____

3. Pregúnte a-Peđro si tiene tiempo.

____

4. Dígale María que prepare eso más temprano.

____

5. Dígale a-Nora que prepar dos ejercicios.

____

6. Quiero que usteđ digan esto ħoy.

____

7. Pregúntele a-Jones d̸ónde está su-esposa.

____

8. Quiero preguntarle al profesor eso.

____

9. Queremos que usted̸ le-d̸iga eso a-Sánchez y a-Gómez.

____

10. María es el que no pued̸e qued̸arse h̸asta las 3:00.

____

Part 3.

Be prepared to produce some sort of answer to these questions concerning your own life.

1. ¿Cómo se-llama usted̸?
2. ¿Usted̸ es casad̸o (casad̸a) o soltero (soltera)?
3. Y su-esposa (esposo), ¿cómo se llama?
4. ¿Cómo se-llama su-papá? ¿Su-mamá?
5. ¿Cómo se-llama la mamá de su-papá?
6. ¿Cómo se-llama el papá d̸e su-mamá?
7. ¿Usted̸ tiene h̸ijos? Cuántos?
8. ¿Cuántas h̸ijas tiene?
9. ¿Dónde están los h̸ijos?
10. ¿Sab̸e usted̸ a cuál país piensa usted̸ ir?
11. ¿Cuándo piensa salir?
12. ¿Está usted̸ contento h̸oy?
13. ¿Por qué está (o no está) contento?
14. ¿Usted̸ está triste h̸oy? ¿Por qué?
15. ¿Usted̸ estud̸ió anoche?
16. ¿Cuánto estud̸ió? ¿Mucho? ¿Poco? ¿Bastante?
17. ¿Cuántas h̸oras estud̸ió?
18. ¿A qué hora terminó la lección?
19. ¿Dónde estud̸ió?
20. ¿Cuántas palab̸ras sab̸e usted̸? ¿Sab̸e muchas? ¿Sab̸e pocas? ¿Sab̸e bastantes?

Part 4.

Be prepared to be engaged by your instructor in the following conversations.

A:

Sir, can you tell me where is (es) 3379?

--- On this street?

Yes. They told me that it was (era) near here, on this street.*

--- You know that this is 14th Street.

Yes, of course. It's a large apartment building.

--- Oh, then, it's that building. I believe it is number 3379.

Thanks.

--- You're welcome (De nada.)

* (The use of es or era in these sentences is discussed in a later Unit.)

B:

Hi, Bill! How're you doing?

--- Pretty good, thanks. And you?

So-so. Say, do you know if the teacher wants exercise 7 today?

--- I should say so! He wants that exercise and also 9 (el nueve).

Both of them?! What a shame!

--- Why do you say that?

Because I don't have them. I prepared 7 but not 9.

--- Well, what are you going to do?

I don't know. I think I'm going to leave a little early!

--- I don't like that.

I don't like that either. But, what am I going to do?

--- I don't know either, but why don't you plan to stay in the class?

C:

Say! Why are you so sad?!

--- Because I have to go to class and I don't want to.

What happened?

--- Nothing. It's that I don't like to go to class when I'm not happy.

Why aren't you happy? Why are you so sad?

--- Well, to be honest, it's that I studied last night and I didn't understand anything.

Really? The lesson wasn't so difficult.

--- Oh, no? I studied four hours, and I don't know anything.

Answers to New Vocabulary section:

1. nađa	'nothing' or'anything'
2. antes	'before'
3. palaƀra	'word'
4. (a) contento	'happy'
(b) triste	'sad'

END OF UNIT 19

UNIT 20

INTRODUCTION

Part 1. Commands: er/-ir verbs.

1. In spelling the command forms, what is the final vowel of verbs like preparar, terminar, preguntar, etc.?

(-e)

2. What is the final vowel of ħacer in its command form?

(-a)

3. Verbs of the -er class, as well as those of the -ir class, use -a as the final vowel in commands.

4. Give the command form of the following verbs:

escriƀir: ________________

(escriƀa)

vender: ________________

(venda)

reciƀir: ________________

(reciƀa)

deciđir: ________________

(deciđa)

permitir: ________________

(permita)

5. Say, 'Don't write it.'

(No lo-escriƀa.)

6. Say, 'Do it later.'

(Ħágalo đespués.)

7. Now say, 'Don't write it now; do it later.'

(No lo-escriƀa aħora; Ħágalo đespués.)

8. Say, 'I want you to permit that.'

(Quieṛo que usteđ permita eso.)

9. The command form of entender ends in -a as you expect, but the stem changes, like recomendar, to entiend-. Say, 'I want you to understand that.'

(Quiero que usteđ entienda eso.)

10. Defender is like entender. Say, 'I want you to defend her.'

(Quiero que usted̸ la-defienda.)

11. Recomendar, defender, and ___?___ are similar in that -ie- shows up in commands.

(entender)

12. Traer is an -er verb; therefore its command form should end in __?__.

(-a)

13. However, like h̸acer, the stem is irregular: traig-
Say, 'Bring it now.'

(Tráigalo ah̸ora.)

14. Say, 'If you want to, bring it now and do it later.'

(Si quiere, tráigalo ah̸ora y h̸ágalo d̸espués.)

15. Say, 'Don't bring it before tomorrow.'

(No lo-traiga antes d̸e mañana.)

16. Say, 'Don't bring it before 8:00.'

(No lo-traiga antes d̸e las ocho.)

17. Say, 'Bring it afterwards.)

(Tráigalo d̸espués.)

18. Say, 'Bring it after 5:00.'

(Tráigalo d̸espués d̸e las 5:00.)

19. Say. 'Do it before 5:00.'

(H̸ágalo antes d̸e las 5:00.)

20. Say the following:

a. 'I want you to understand it afterwards.'

(Quiero que usted̸ lo-entienda d̸espués.)

b. 'I want you to understand it after today.'

(Quiero que usted̸ lo-entienda d̸espués d̸e h̸oy.)

c. 'I want you to defend her before tomorrow.'

(Quiero que usted̸ la d̸efienda antes d̸e mañana.)

d. 'I want you to defend her before 5:00.'

(Quiero que usted̸ la-d̸efienda antes d̸e las 5:00.)

e. 'I want you to tell her that.'

(Quiero que usted̸ le-d̸iga eso.)

f. 'I want you to tell her that tomorrow.'

(Quiero que usted̸ le-d̸iga eso mañana.)

g. 'I want you to tell her that tomorrow morning.'

(Quiero que usted̸ le-d̸iga eso mañana por la mañana.)

h. 'I want you to do it tomorrow afternoon.'

(Quiero que usted̸ lo-h̸aga mañana por la tard̸e.)

Part 2. Command forms with other subjects.

21. If your command is directed to more than one person, you add -n to the verb. Thus to one person you say, Tráigalo mañana. But if you commanded Nora and María (both of them together) 'to bring it tomorrow', you would say:

'____________-lo mañana.'

(Traigan-)

22. Tell Nora and María to prepare it this afternoon.

(Prepárenlo esta-tarde.)

23. If your teacher wanted you and the rest of the class to finish it before 4:00, he would say: ______________.

(Termínenlo antes de las 4:00.)

24. How would your teacher tell the class to bring lesson five tomorrow?

(Traigan la lección cinco mañana.)

25. How would he tell the class to bring him lesson five tomorrow?

(Tráiganme la lección cinco mañana.)

26. How would he tell the class to prepare this lesson?

(Preparen esta-lección.)

27. How would he tell the class to prepare lesson eight for him?

(Prepárenme la lección ocho.)

28. Suppose the teacher didn't come to class one day, and someone else made the assignment; how would this person tell you to prepare lesson eight for him (i.e., your teacher)?

(Prepárenle la lección ocho.)

29. How would this same person say that the teacher wants 'you-all' to prepare exercise eight for him?

(El profesor quiere que ustedes le-preparen el ejercicio ocho.)

30. How would this person have said 'He wants "you-all" to write exercise eight for him'?

(Quiere que ustedes le-escriban el ejercicio ocho.)

31. How would you tell your teacher, 'Please, bring me an easy lesson tomorrow'?

(Por favor, tráigame una lección fácil mañana.)

32. How would you have said, 'Please, bring us an easy lesson tomorrow'?

(Por favor, tráiganos una lección fácil mañana.)

33. How would you say, 'Prepare ten sentences for them'?

(Prepáreles diez frases.)

34. Say to two people, 'Prepare ten sentences for them.'

(Prepárenles diez frases.)

35. How would your teacher tell his students, 'Write a letter in Spanish for me'?

(Escríbanme una carta en español.)

36. If a sentence like this one 'I want you to bring me......' uses the command spelling for 'bring', would this sentence 'He wants me to bring......' use the command spelling too? Make a guess.

(Yes)

37. If in 'I want you to.....' we find 'you' translated as usted instead of le-, which would you expect to find in 'He wants me to.....', me- or yo?

(yo)

38. If we now let you know that the I-form and the he-form in the commands are identical in spelling, you should now be able to produce the following sentence without error:

'José wants me to bring five.'

(José quiere que yo traiga cinco.)

39. Say. 'José wants me to bring him five.'

(José quiere que yo le-traiga cinco.)

40. Say, 'José wants me to write him a letter.'

(José quiere que yo le-escriba una carta.)

41. Say, 'My teacher wants me to write them a letter.'

(Mi-profesor quiere que yo les-escriba una carta.)

42. Say, 'José wants me to tell him that.'

(José quiere que yo le-diga eso.)

43. Say, 'José wants me to tell him who did it.'

(José quiere que yo le-diga quién lo-hizo.)

44. Now, make another guess. If the I-form is traiga, and the he-form is traiga, and the they-form is traigan, what is the we-form?

traiga-?

(traigamos)

45. How would you say, 'José wants us to bring it tonight'?

(José quiere que lo-traigamos esta-noche.)

46. Say, 'They want us to do that now.'

(Quieren que hagamos eso ahora.)

47. Say, 'José wants us to say that.'

(José quiere que digamos eso.)

48. Say, 'Our teacher wants us to write him a letter in Spanish.'

(Nuestro-profesor quiere que le-escribamos una carta en español.)

49. Say, 'They want us to write them a letter.'

(Quieren que les-escribamos una carta.)

50. Say, 'They want us to sell them our car.'

(Quieren que les-~~v~~endamos nuestro-carro.)

51. Say, 'He wants us to prepare that now.'

(Quiere que preparemos eso a~~h~~ora.)

52. Say, 'Do you want us to prepare that now?'

(¿Uste~~d~~ quiere que preparemos eso a~~h~~ora?)

53. Say, 'Do you want me to prepare that now?'

(Uste~~d~~ quiere que yo prepare eso a~~h~~ora?

54. Say, 'Do you want us to write that for you now?'

(¿Uste~~d~~ quiere que le-escri~~b~~amos eso ahora?)

55. Say, 'Does José want us to bring him the car?'

(¿José quiere que le-traigamos el carro?)

56. Is this the way to tell Sánchez and Gómez not to bring José tonight?

No traigan José esta-noche.

(No.)

57. What is missing in No.56?

(a-José)

58. Tell Sánchez and Gómez not to bring José tonight.

(No traigan a-José esta-noche.)

59. Tell Nora that you don't want her to bring José to the party.

(No quiero que uste~~d~~ traiga a-José a la fiesta.)

60. Tell Nora that you don't want her to tell that to María.

(No quiero que usted le-~~d~~iga eso a-María.)

DIALOG

Review.

New material.

(Jones acaba de-preguntar '¿De dónde es él?')

Nancy

Le-pregunté eso ayer...	I asked him that yesterday...
...y me-đijo que era colombiano.	...and he told me that he was a Colombian.

Jones

traƀaja	'working' (you-form, Pres.)
Departamento	Department
de Estađo	of State
¿Usted traƀaja con el Departamento đe Estađo?	Do you work with the State Department?

Nancy

Yo no	not me (not I)
(mi esposo) sí	(my husband) does
No, yo no. Pero mi-esposo sí.	No, not me. But my husband does.

Jones

qué clase	what class, kind
de traƀajo	of work
hace	'doing' (he-form, Pres.)
¿Qué clase đe traƀajo hace?	What kind of work does he do?

Nancy

ser	'being' (n.f.)
va a-ser	going to be
cónsul	consul

Cónsul General	Consul General
El ~~v~~a a-ser Cónsul General en Santiago.	He's going to be Consul General in Santiago.

Jones

felicitar	'congratulating' (n. f.)
Los-felicito	I congratulate you
¿Ah, sí? ¡Los-felicito!	Really? Congratulations!

Nancy

Gracias.	Thank you.

Jones

van a-~~h~~acer	going to do (they-form)
Y, ¿qué van a-~~h~~acer con los ~~h~~ijos?	And what are you going to do with the children?
lle~~v~~ar	'taking' (n. f.)
¿Los-lle~~v~~an a Chile?	Are you taking them to Chile?

Nancy

sólo	only
uno	one
Bueno, sólo tenemos uno...	Well, we only have one...
uni~~v~~ersitario	university-level student
...y él es uni~~v~~ersitario.	...and he's in college.

Jones

~~h~~ay	there is
no ~~h~~ay	there isn't
pro~~b~~lema	problem
no ~~h~~ay pro~~b~~lema	there isn't any problem
Ah, entonces no ~~h~~ay pro~~b~~lema.	Oh, then there isn't any problem.

Observations and Practice

1. General practice.

Practice 1.

The following is a list of all the verbs that you have learned except a few that do not suit this exercise. Take each neutral form below and issue a command to two people. Use -lo and mañana with your command. The correct form is at the right, should you feel that you need to check yourself to be sure. (Those marked with '*' cannot use -lo.)

1.	aceptar	Acéptenlo mañana.
*2.	salir (salg-)	Salgan mañana.
3.	creer	Créanlo mañana.
4.	estud̸iar	Estúd̸ienlo mañana.
5.	preparar	Prepárenlo mañana.
6.	llev̸ar ('take')	Llév̸enlo mañana.
7.	defender	Defiéndanlo mañana.
8.	escrib̸ir	Escríb̸anlo mañana.
9.	vender	Véndanlo mañana.
10.	decir	Díganlo mañana.
11.	ofrecer (ofrezc-)	Ofrézcanlo mañana.
*12.	ir (vay-)	Vayan mañana.
13.	recomendar	Recomiéndenlo mañana.
14.	permitir	Permítanlo mañana.
15.	preguntar	Pregúntenlo mañana.
16.	h̸acer	H̸áganlo mañana.
17.	decid̸ir	Decíd̸anlo mañana.
18.	traer	Tráiganlo mañana.
19.	recib̸ir	Recíb̸anlo mañana.
*20.	venir (veng-)	Vengan mañana.
21.	usar	Usenlo mañana.

22.	entender (entiend-)	Entiéndanlo mañana.
23.	terminar	Termínenlo mañana.
24.	confirmar	Confírmenlo mañana.

Practice 2.

Run through the list of Practice 1 again. This time, issue a negative command to the two people.

Example:

aceptar ... No lo-acepten mañana.

Practice 3.

Again using the list of Practice 1, issue a softened command to one person.

Example:

aceptar ... Quiero que lo-acepte mañana.

Practice 4.

Finally, using the same list, ask your boss if he wants you to do each one of these.

Example:

aceptar ... ¿Usted quiere que lo-acepte mañana?

2. Command forms. (Cont'd.)

As you observed in the introduction to this Unit, there are four forms of the command. The I- and he-forms are the same:

Quiero que usted recomiende eso.

José quiere que yo recomiende eso.

The they-form simply adds -n:

Quiero que Nora y María traigan eso.

Quiero que ustedes digan eso.

The we-form of irregular verbs like defender, recomendar, and entender do not have -ie-:

Sánchez quiere que nosotros d̸efendamos a-María.

Jones quiere que nosotros recomendemos a-José.

María quiere que nosotros entendamos eso.

Practice 5.

If you were speaking Spanish and saying each of the following thoughts, what would you be saying? If in doubt, consult Practice 6.

1. 'El profesor quiere que lo-h̸agamos mañana.'
2. 'José quiere que María lo-d̸iga.'
3. 'Quiero que (usted̸) me-h̸aga d̸os ejercicios.'
4. 'Quiero que (usted̸) me-prepare tres.'
5. 'Queremos que (Nora y María) nos-preparen siete.'
6. 'José d̸ice que María quiere que h̸agamos eso h̸oy.'
7. 'Sánchez d̸ice que María quiere traerlo mañana.'
8. 'Sánchez d̸ice que María quiere que usted̸ lo-traiga mañana.'
9. '¡Oiga, Sánchez!'
10. '¡Oigan, Sánchez y José!'
11. 'El profesor quiere que h̸agamos eso mañana por la noche.'
12. 'Quiero que (usted̸es) h̸agan eso mañana por la mañana.'
13. '¿Quién h̸izo eso? No quiero que usted̸ h̸aga eso.'
14. '¿Quién dijo eso? No quiero que José d̸iga eso.'
15. '¿Quién trajo eso? No quiero que Sánchez traiga eso.'

Practice 6.

Practice saying these in Spanish. If in doubt, consult Practice 5.

1. The teacher wants us to do it tomorrow.
2. José wants María to say it.
3. I want you to make me two exercises.
   or: I want you to make two exercises for me.

4. I want you to prepare me three.
   or: I want you to prepare three for me.
5. We want them to prepare us seven.
   or: We want them to prepare seven for us.
6. José says that María wants us to do that today.
7. Sánchez says that María wants to bring it tomorrow.
8. Sánchez says that María wants you to bring it tomorrow.
9. Hey, Sánchez!
10. Hey, Sánchez and José!
11. The teacher wants us to do that tomorrow night.
12. I want 'you-all' to do that tomorrow morning.
13. Who did that? I don't want you to do that.
14. Who said that? I don't want José to say that.
15. Who brought that? I don't want Sánchez to bring that.

Practice 7.

(More of the same. If in doubt, consult Practice 8.)

16. 'José y yo somos los que d̸ijimos eso. No quiero que usted̸es d̸igan eso.'
17. 'Yo soy el que h̸izo eso. No quiero que usted̸ lo-h̸aga.'
18. 'José es el que ib̸a a-d̸ecir eso. Pero, ah̸ora, no quiero que lo-d̸iga.'
19. 'José es el que ib̸a a-traer eso. Pero, ah̸ora, no quiero que lo-traiga.'
20. 'José es el que ib̸a a-recomendar eso.'
21. 'Yo creía que José era el que ib̸a.'
22. 'Si José era el que ib̸a, entonces ¿por qué no fue?'
23. 'Si Sánchez era el que ib̸a a-h̸acerlo, entonces ¿por qué no lo-h̸izo?'
24. 'Si nosotros éramos los que íbamos a-traerlo, entonces ¿por qué no lo-trajimos?'
25. '¿Usted̸ quiere que (yo) lo-traiga?'
26. '¿Cuándo quiere usted̸ que (yo) lo-d̸iga?'
27. 'Yo soy el que quiere que usted̸ lo-h̸aga.'
28. 'Si yo era el que ib̸a a-h̸acerlo, entonces ¿por qué no lo-h̸ice?'

29. '¿Usted̸ quiere que recomendemos a-José?'

30. '¿Usted̸ quiere que la-d̸efendamos h̸oy?'

Practice 8.

(More of the same. If in doubt, consult Practice 7.)

16. José and I are the ones who said that. I don't want 'you-all' to say that.
17. I'm the one who did that. I don't want you to do it.
18. José is the one who was going to say that. But now, I don't want him to say it.
19. José is the one who was going to bring that. But, now, I don't want him to bring it.
20. José is the one who was going to recommend that.
21. I thought(:) José was the one who was going.
22. If José was the one going, then why didn't he go?
23. If Sánchez was the one who was going to do it, then why didn't he do it?
24. If we were the ones who were going to bring it, then why did we not bring it?
25. Do you want me to bring it?
26. When do you want me to say it?
27. I'm the one who wants you to do it.
28. If I was the one who was going to do it, then why didn't I do it?
29. Do you want us to recommend José?
30. Do you want us to defend her today?

3. Use of 'yo', 'nosotros', etc.

As explained in Unit 10, these words are used usually to convey emphasis. That is, except for emphasis, these words are not used in normal discourse.

a. Which one means 'José wants US to do it'?

1. José quiere que nosotros lo-h̸agamos.
2. José quiere que lo-h̸agamos.

(1)

b. Which one means 'José wants ME to do it'?

1. José quiere que lo-~~h~~aga.
2. José quiere que yo lo-~~h~~aga.

(2)

However, these words are also used to avoid ambiguity. For example:

c. The sentence José quiere que lo-~~h~~agan may mean:

'José wants 'you-all' (or, ?) to do it.'

(them)

d. But José quiere que uste~~d~~es lo-~~h~~agan can only mean:

'José wants ? to do it.'

('you-all')

e. Complete the possible meanings of José quiere que lo-~~h~~aga.

'José wants him to do it.'
" " you " " "
" " her " " "
" " ? " " "

(me)

f. However, is there any confusion here? José quiere que yo lo-~~h~~aga.

(no)

Students are often bothered by the matter of whether or not to use 'yo', or 'nosotros', or any of the other subject pronouns in a given sentence. If this is bothering you, simply avoid them except for emphasis or, if you think there is a possible ambiguity, for clarification.

On the other hand, the use of uste~~d~~ is to be encouraged rather than discouraged. There are probably other factors that account for this preference, but perhaps the main one is social. There are two ways of addressing people in Spanish:

a. The 'polite' way, showing also 'respect'; this is expressed with uste~~d~~.

b. The 'familiar' way, expressed with tú (a form to be learned later).

Therefore, your use of uste~~d~~ does carry the connotation of respect toward the person addressed by you.

Variations

Part 1.

Practice 9.

Imagine that José is with you and that you are talking to him. Tell him:

1. ... that you are the one who wants to go.
(Yo soy el que quiere ir.)
2. ... that you are the one who wants to do it.
(Yo soy el que quiere ~~h~~acerlo.)
3. ... that you are the one who can't go.
(Yo soy el que no pue~~d~~e ir.)
4. ... that you are the one who brought it.
(Yo soy el que lo-trajo.)
5. ... that you are the one who doesn't want to bring it.
(Yo soy el que no quiere traerlo.)
6. ... that you are the one who doesn't want (:) Nora to bring it.
(Yo soy el que no quiere que Nora lo-traiga.)
7. ... that you are the one who wants (:) Nora to bring it.
(Yo soy el que quiere que Nora lo-traiga.)
8. ... that you are the one who wants (:) Sánchez to prepare it.
(Yo soy el que quiere que Sánchez lo-prepare.)
9. ... that you are the one who wants (:) him to decide.
(Yo soy el que quiere que uste~~d~~ lo-~~d~~eci~~d~~a.)
10. ... that you are the one who wants (:) him to permit that.
(Yo soy el que quiere que permita eso.)
11. ... that you and María are the ones who brought it.
(María y yo somos los que lo-trajimos.)
12. ... that you and María are the ones who want to take it.
(María y yo somos los que queremos lle~~v~~arlo.)
13. ... that you and María are the ones who want (:) Bill to go.
(María y yo somos los que queremos que Bill vaya.)

14. ... that you and María are the ones who want (:) Sánchez to leave.

(María y yo somos los que queremos que Sánchez Salga.)

15. ... that you and María are the ones who want (:) Bill to offer it.

(María y yo somos los que queremos que Bill lo-ofrezca.)

16. ... that you and María are the ones who want (:) Jones to come tomorrow.

(María y yo somos los que queremos que Jones venga mañana.)

17. ... that you and María are the ones who want (:) Bill to finish it.

(María y yo somos los que queremos que Bill lo-termine.)

18. ... that you and María are the ones who want Bill to bring it.

(María y yo somos los que queremos que Bill lo-traiga.)

19. ... that you and María are the ones who want Nora to leave now.

(María y yo somos los que queremos que Nora salga ahora.)

20. ... that you and María are the ones who want Nora to go today.

(María y yo somos los que queremos que Nora vaya hoy.)

Practice 10. (Recorded)

You will hear instructions in English to get something said in Spanish. Produce your response before your instructor's voice confirms the right answer.

Part 2. Comprehension. (Recorded)

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

Part 3. New vocabulary. (Recorded)

For each of the following numbers you will hear several sentences. Among these there will be a new word. Write these new words in the spaces below, and write their English meaning to the right.

New word Meaning:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

Answers

1.	más đe (+No.)	'more than'
2.	menos đe (+No.)	'less than'
3.	otr-	'other, another'
4.	cosa	'thing'

Applications

Part 1.

How would you say the following utterances?

1. How do you say that in Spanish? 2. How do you say 'less than' in Spanish? 3. How's that? What did you say? 4. Really? When? 5. Who said that? I don't want you to say that. 6. During the break, drinking coffe. 7. During the break, studying the lesson. 8. During the break, finishing the exercise. 9. During the class, preparing two more. 10. During the hour, taking two to the office. 11. Really? Congratulations! 12. I'm glad. Congratulations! 13. You-all already finished? Congratulations! 14. (Speaking to one person, man:) Congratulations! 15. (Speaking to one person, woman:) Congratulations! 16. Where's he from? 17. Where's Joe from? 18. Where's the teacher from? 19. Where are you from? 20. From where am I? 21. From where are 'you-all'? 22. I am from Chicago; he is from Cleveland. 23. I'm an (careful!) American; he's Colombian. 24. What are 'you-all' going to do with the children? 25. What are 'you-all' going to do tomorrow? 26. What are you (one person) going to do now? 27. Are you going to do something? 28. What are we going to do today? 29. Are we going to do something also? 30. What is he going to do? 31. Did you say that? 32. Did you tell that to José'? 33. Did you tell him that? 34. Did you use le- in sentence number 32 and in sentence number 33? 35. Really? Congratulations! 36. Did you say 'en la frase...' in sentence number 34

and in this sentence also? 37. No? What a pity! (or, What a shame!) 38. If 'What a shame!' is ¡Qué lástima!, then how does one say 'What a señorita!'? 39. You say ¡___ _________! 40. Then, 'What a teacher' is ¡___ _________! 41. Did you go last night? 42. Naturally. I went early. When did you go? 43. I was going to go early, but I didn't go until 9:00. 44. Did you say ib̸a a-ir in sentence number 43? No? What a shame! 45. Yes? I'm glad. Congratulations! 46. When do you want me to do that? 47. When do you want us to do that? 48. When do you want José to do that? 49. Did you ask me if I want you to do that? 50. Yes, I asked you that.

Part 2.

Each of the following sentences has one and only one error. Rewrite the sentences correctly.

1. Estes lib̸ros son del profesor.

____

2. Esos-d̸ichos no existe en español.

____

3. Quiero que usted̸es lo-traiga esta-noche.

____

4. ¿Usted̸ quiere que yo escrib̸e tod̸o?

____

5. ¡H̸ola, Nora! ¿Está contento?

____

6. El señor Gómez quiere que vayamos a su-oficina antes de 5:00.

____

7. Sí, señor. Yo pregunté eso a-María.

____

8. ¿Usted̸ conoce a-Nora? ¡Qué una señorita!

____

9. ¿Esta tarde? No pienso a-h̸acer nad̸a.

____

10. Me d̸ijeron que ib̸an mañana continuar con eso.

____

Part 3.

Be prepared to produce some sort of answer to these questions concerning your own life.

1. ¿Dónde ~~v~~i~~v~~e uste~~d~~?
2. ¿Uste~~d~~ ~~v~~i~~v~~e en una casa?
3. ¿Le-gusta la clase?
4. ¿Le-gusta el profesor?
5. ¿Le-gusta este-li~~b~~ro?
6. ¿Cuántos ~~h~~ijos tiene uste~~d~~?
7. ¿Dónde están los ~~h~~ijos?
8. ¿Qué va a-~~h~~acer uste~~d~~ esta-tar~~d~~e?
9. ¿Qué va a-~~h~~acer esta-noche?
10. ¿Qué piensa ~~h~~acer mañana?

Part 4.

Be prepared to be engaged by your instructor in the following conversations.

A:

Hey, Bill! Are you planning to go to the party?

-- What (which) party?

Nora's.

-- Really? When is it?

Tomorrow night.

-- I don't know. Are you planning to go?

Naturally! What are you going to do?

Are you going to go, or are you going to stay (remain: que~~d~~arse) at home?

-- Well, I'm not going to stay (que~~d~~arme) at home! Im planning to go, I guess.

B:

Hi, Betty! How are you?

-- Fine! And you?

So-so. Do you know if José brought those books?

-- Which ones?

The ones that he said (:) he was going to bring.

-- No, I don't know if he already brought them or not.

Who knows?

-- I think (:) Mr. Gómez knows. Do you want me to ask him?

Yes, please. Ask him if he knows where are the books.

....

Did you ask him? What did he say?

--He told me that he doesn't know either. I'm sorry.

That's O.K. I'm going to ask Bill if he knows.

END OF UNIT 20

UNIT 21

INTRODUCTION

Note

Starting with this unit, we will assume that it is no longer necessary to remind you of 'h̸', 'b̸', 'v̸', or 'd̸'. We will therefore use normal, authentic orthography from now on. Though the hyphen ('-') is not normal, we will retain ir for some time since it is a useful device to portray certain grammatical relationships.

Part 1. ...lo-que...

1. Through unavoidable circumstances, we sometimes associate certain uses of some words in our own language with being the only use for such words. Consequently, we overlook that these words are also used at times in other ways.

2. For example, 'where' is a word used to ask questions. Technically, we call it an 'interrogative word'. However, not all native speakers of English are aware that sometimes it is used when we are not asking anything.

   Observe: 'I want you to stand where he stood.'

3. Observe the word 'what' in this sentence:

   'I'm not saying what he's saying.'

4. You have observed that Spanish makes an obvious difference between 'that' in the following sentence:

   'That chair is broken.'

   and 'that' in this sentence: 'I think that he is here.'

5. What word does Spanish use for 'that' in:

   'That chair is broken'?

(esa-)

6. What word is used in 'I think that he is here'?

(que)

7. The word 'that' has two functions:
   a) one as a demonstrative, as in 'that chair',
   b) and another as a relator, as in '... that he is here'.

8. The fact that English spells both the demonstrative and the relator the same way can be considered just a coincidence. The point is to recognize that grammatically they are performing two different functions.

9. In Spanish, these grammatical functions are made obvious by the two words esa- and que.

10. The word 'what' as an interrogative is ¿qué?, but as a relator it is lo-que. 'I don't know what he said ' = 'No sé lo-que dijo.'

11. Say the following in Spanish:

a. 'I don't understand what he said.'

(No entiendo lo-que dijo.)

b. 'I didn't write what he said.'

(No escribí lo-que dijo.)

c. 'What I want is an easy class.'

(Lo-que quiero es una clase fácil.)

d. 'I don't want what they brought me.'

(No quiero lo-que me-trajeron)

12. The association of lo-que with 'what' in the above examples is clear. However, sometimes Spanish will also use lo-que where English uses the relator 'that'. This brings on some confusion for you since you will now have to choose between que and lo-que for English 'that'.

13. However, the choice is limited and therefore easy to learn.

'...all that...' = ...todo lo-que...

He wants all that we have.

Quiere todo lo-que tenemos.

'What is it that...?' = ¿Qué es lo-que...?'

What is it that you want?

¿Qué es lo-que usted quiere?

But not: 'When (or, where) is it that...'

When is it that we're going?

¿Cuándo es que vamos?

14. In summary, lo-que is used where English uses noninterrogative 'what', the combination '...all that...', and the sequence 'What is it that...?'

15. Say the following sentences:

a. 'All that I want is this.'
(Todo lo-que quiero es esto.)

b. 'He wants all that we have.'
(Quiere todo lo-que tenemos.)

c. 'He wants all that.'
(Quiere todo eso.)

d. 'What is it that you want?'
(¿Qué es lo-que usted quiere?)

e. 'When is it that you are going?'
(¿Cuándo es que usted va?)

f. 'What is it that you said?'
(¿Qué es lo-que usted dijo?)

g. 'Where is it that you are going?'
(¿A dónde es que usted va?)

h. 'What is it that you are saying?'
(¿Qué es lo-que usted dice?)

i. 'He did all that we told him to.'
(Hizo todo lo-que le-dijimos.)

j. 'They did what we told them to.'
(Hicieron lo-que les-dijimos.)

k. 'We asked all that he told us to.'
(Preguntamos todo lo-que nos-dijo.)

l. 'We asked what he told us to.'
(Preguntamos lo-que nos-dijo.)

Part 2. To like something:

16. In the previous unit you learned:

¿Le-gusta la clase? and Sí, me-gusta mucho.

17. That is, me-gusta means 'I like' but it can also mean 'I like it.'

18. Though you have been using lo- in sentences like 'I finished it', 'I recommended it', etc., you are not to use it with gusta. Therefore, how are you supposed to say 'I like it a lot'?

(Me-gusta mucho.)

19. There are two ways to approach the teaching of gusta:

1. give a precise but complicated grammatical analysis, one which would explain the 'mystery' of the absence of lo-,

or: 2. simply ask the student to learn to perform with these forms without questioning their grammatical structure. We seem to have greater success with the latter. (We will, of course, give you the grammatical structure, but not until some time later when it is more logical to do so.)

20. You have observed that in me-gusta 'I like' and in le-gusta 'you like', gusta does not change. But there is something else that changes: _____ _____

(me-; le-)

21. Therefore, (even though you may miss this one, try it anyway) how would you say 'We like'?

(Nos-gusta.)

22. How would you say 'We like it'?

(Nos-gusta.)

23. And how would you say 'We like this class'?

(Nos-gusta esta-clase.)

24. And 'We like our class'?

(Nos-gusta nuestra-clase.)

25. And 'We like to study Spanish'?

(Nos-gusta estudiar español.)

26. And 'We like to finish early'?

(Nos-gusta terminar temprano.)

27. Try this one: 'We don't like it.'

(No nos-gusta.)

28. And this one: 'We don't like that.'

(No nos-gusta eso.)

29. And 'I don't like to offend him.'

(No me-gusta ofenderlo.)

30. How would you say 'He doesn't like it'?

(No le-gusta.)

31. And 'He doesn't like that'?

(No le-gusta eso.)

32. And 'He doesn't like to write'?

(No le-gusta escribir.)

33. And 'She doesn't like to write'?

(No le-gusta escribir.)

34. Ask 'Do you like it?'

(¿Le-gusta?)

35. Ask 'Do you like to study?'

(¿Le-gusta estudiar?)

36. Try 'Do they like to study?'

(¿Les-gusta estudiar?)

37. Now try this one: 'I know that I like it.'

(Sé que me-gusta.)

38. And 'He knows that he doesn't like it.'

(Sabe que no le-gusta.)

39. And 'They know that they don't like it.'

(Saben que no les-gusta.)

40. If what you like is plural (that is if you like more than one thing) then use gustan.

Me-gusta la clase.

Me-gustan las clases.

41. Say 'I don't like these streets.'

(No me-gustan estas-calles.)

42. Say 'He doesn't like these invitations.'

(No le-gustan estas-invitaciones.)

43. 'I like your city.'

(Me-gusta su-ciudad.)

44. 'I like your cities.'

(Me-gustan sus-ciudades.)

45. 'We like that name.'

(Nos-gusta ese-nombre.)

46. 'We like those names.'

(Nos-gustan esos-nombres.)

47. (Careful!) 'We like our name.'

(Nos-gusta nuestro-nombre.)

48. 'We like our names.'

(Nos-gustan nuestros-nombres.)

49. 'They like that saying.'

(Les-gusta ese-dicho.)

50. 'They like those sayings.'

(Les-gustan esos-dichos.)

51. 'They like our house.'

(Les-gusta nuestra-casa.)

52. 'They like our houses.'

(Les-gustan nuestras-casas.)

53. When a name is included in the sentence, as in 'José likes the house', that name is prefixed with a-:

A-José le-gusta la casa.

54. Ask 'Does José like the house?'

(¿A-José le-gusta la casa?)

55. Say 'Sánchez doesn't like to go.'

(A-Sánchez no le-gusta ir.)

56. Ask 'Does Sánchez want to go?'

(¿Sánchez quiere ir?)

57. Reply: 'No, he doesn't want to go because he doesn't like to.'

(No, no quiere ir porque no le-gusta.)

58. Reply: 'No, he doesn't want to because he doesn't like to go.'

(No, no quiere porque no le-gusta ir.)

59. 'Sánchez doesn't like to do that.'

(A-Sánchez no le-gusta hacer eso.)

60. 'Sánchez likes to do that, but José doesn't like to.'

(A-Sánchez le-gusta hacer eso, pero a-José no le-gusta.)

61. 'Sánchez likes to, but not José.'

(A-Sánchez le-gusta, pero no a-José.)

62. 'We like it a lot.'

(Nos-gusta mucho.)

63. (You may miss this one, but try it:) 'WE like it a lot.'

(A-nosotros nos-gusta mucho.)

64. 'YOU like it, too.'

(A-usted le-gusta también.)

65. 'Does José know that YOU don't like it?'

(¿José sabe que a-usted no le-gusta?)

66. 'Doesn't José know that WE don't like it?'

(¿José no sabe que a-nosotros no nos-gusta?)

67. What would you guess a Spanish person would say for: 'Who? José?' in this exchange?

Person A: Do you know if he likes them?

Person B: Who? José?

(¿A-quién? ¿A-José?)

Part 3 Subject pronouns.

68. Up to Unit 19, you were guided through these materials without the use of the subject pronouns. In fact, the only subject pronouns that had been used were *usted* and, on occasions, *yo*. In Unit 19 you learned *nosotros* as well as the fact that usually a subject pronoun is used as a device for emphasis. We are now going to teach you the remaining pronouns, 'he, she,' and 'they'. We hope that you continue speaking Spanish as before, utilizing these pronouns *only* when necessary either for emphasis or for clarification.

69. Observe:
A: Está aquí. '(He)'s here.'
B: ¿Quién? ¿Ella o él? 'Who? She or he?'
A: Ella. 'She.'

70. Write the word for 'the' in 'the book' and the word for 'he'.

'the' = __________ 'he' = __________

(el; él)

71. These two words are identical in sound but different in grammatical function. This difference is identified in writing by the presence or absence of an accent mark. Which one means 'the', *el* or *él*?

(el)

72. What does this mean? *al*

(*a* + the)

73. What does this mean? *del*

(*de* + the)

74. What does this mean? *a él*

(*a* + he)

75. What does this mean? *a ella*

(*a* + she)

76. If *ella* means 'she', what do you suppose *ellas* means?

('they' feminine)

77. What do you suppose *ellos* means?

('they' masculine)

78. Anything referring to a mixed male-female group is referred to in Spanish with the masculine. Therefore, how do you say 'THEY (Nora and José) are here'?

(Ellos están aquí.)

79. Since the inclusion of *ellos* seems to add emphasis, which of the following sentences occurs more frequently in Spanish?

1. Ellos están aquí.
2. Están aquí.

(2)

80. What would a Spanish person say for 'who' in this situation?

A: Está aquí.
B: Who?
C: Nora (or: *ella*).

(¿Quién?)

81. What would it be here?

A: Está*n* aquí.
B: Who?
C: Ellos (or: *Nora y José*, etc.)

(¿Quiénes?)

82. This is 'He likes to go': *Le-gusta ir*. How do you say "*HE*" likes to go'?

(A-él le-gusta ir.)

83. How would you say '*SHE* likes to go'?

(A-ella le-gusta ir.)

84. Say '*SHE* doesn't like to go.'

(A-ella no le-gusta ir.)

85. And '*THEY* don't like to go.'

(A-ellos no le*s*-gusta ir.)

86. And '*THEY*' (Nora and María) don't like to go.'

(A-ell*as* no les-gusta ir.)

Part 4. Further English/Spanish contrasts in subject pronouns.

87. 'Who, me?'

(¿Quién, yo?)

88. 'Who, him?'

(¿Quién, él?)

89. 'Who, you?'

(¿Quién, usted?)

90. 'Who, them?'

(¿Quiénes, ellos?)

91. 'Who, "you-all"?'

(¿Quiénes, ustedes?)

92. Contrary to your expectations, yo is not used in 'I don't like them.' Spanish rejects the use of yo after any preposition, and since a is a preposition, you won't find yo after this a. What you do find is mí:

A-mí no me-gusta. 'I don't like it.'

93. Say 'I don't like that.'

(A-mí no me-gusta eso.)

94. And 'I don't like this.'

(A-mí no me-gusta esto.)

95. Me- is associated with 'I' in these utterances. nos- is associated with 'We'. That leaves le-: it is associated with everybody else, with les- being used as its plural. How would you then say 'Who doesn't like it?'

(¿A-quién no le-gusta?)

96. How would you say 'Who doesn't like them?'

(¿A-quién no le-gustan?)

97. How would you say the 'B' part below?

A: A-mí no me-gusta esto.

B: Me neither.

(A-mí tampoco.)

98. How would it be had the 'B' part been 'He doesn't either'?

(A-él tampoco.)

99. And if the 'B' part had been 'We don't either'?

(A-nosotros tampoco.)

100. Mí and mi- are identical in sound but different in grammatical function. Write the word for 'my': ____________

(mi-, i.e. no accent)

101. Write the word for 'I' or 'me' that occurs after a preposition:

(mí) ____________

102. As with practically everything that you deal with in language, there is always at least one notable exception. Con is also a preposition, and you know that 'with you' is con usted, but what is 'with me'? It is not con mí.

(conmigo)

103. Summary.

(a) Which one of the following words cannot be used after a preposition? usted, él, ella, ellos, nosotros, ustedes, ellas, yo.

(yo)

(b) What is wrong here? A-mí me-no gusta.

(me- must be next to gusta.)

(c) What is wrong here? A-ellos no les-gustan eso.

(gusta, not gustan)

(d) When do you use gustan?

(When what you like is more than one.)

(e) Is this correct? Me-gustan las chicas.

(Yes.)

(f) Is this one correct? José le-gustan las chicas.

(No; should be: A-José...)

104. You are now ready to start the new dialog.

DIALOG

Review.

New material.

(En el diálogo de la unidad 20 Jones acaba de-decir: 'Ah, entonces no hay problema.' Nancy Williams entonces dice:)

Nancy

¿Cuántos hijos tienen ustedes?	How many children 'you-all' have?

Jones

varón	male
niña	girl-child
Tenemos tres: un varón y dos niñas.	We have three: a boy and two girls.

Nancy

Y, ¿qué piensan hacer ustedes con ellos?	And what do you plan to do with them?

Jones

seguro	sure
estoy seguro	I'm sure
llevar	to take along
llevarlos	to take them along
Estoy seguro que vamos a-llevarlos.	I'm sure we're going to take them along.
joven	young
muy joven	very young
Porque son muy jóvenes.	Because they're too young.

Nancy	
edad	age
¿Ah, sí? ¿Qué edad tienen?	Really? What age are they?
Jones	
el mayor	the oldest one
el varón	the male child
Pues, el mayor, que es el varón...	Well, the oldest one, who is the son...
...tiene nueve años.	...is nine years old.
La hija mayor tiene siete.	The older daughter is seven.
menor	minor; youngest
la menor	the youngest (girl)
Y la menor tiene sólo tres años.	And the youngest is only three years old.
Nancy	
ya	already
ya saben	already know
dónde	where
a-dónde	to where
¿Ustedes ya saben a-dónde van?	'You-all' already know where you're going to?
Jones	
Sí. Me-dijeron que íbamos a Quito.	Yes. They told me that we were going to Quito.
Nancy	
supo	found out
¿Cuándo supo que iban a Quito?	When did you find out that you (-all) were going to Quito?

Jones

hace	it makes
poco	a little; few
hace poco	it makes little (time)
Pues, hace poco.	Uh, a short while ago.
semana	week
tres semanas	three weeks
solamente	only
Hace solamente tres semanas.	Only three weeks ago.

Observations
and
Practice

1. Finding out...

The idea of 'learning about something' or 'finding out about something' is expressed in Spanish, in the past tense, by sup-. It has the same endings as traje, hizo, etc.

Practice 1. (Recorded)

You will hear some questions and some answers involving sup-. Listen to each one; if you are not sure of any one of them, check with Practice 2 for its probable meaning.

Practice 2.

These are the same utterances of Practice 1. Practice saying these in Spanish.

1. When did you find out (:) you were going to Quito?
2. Last night I found out (:) I was going to Quito.
3. When did you find out (:) you were going to Chile?
4. Yesterday I found out (:) I was going to Chile.

5. When did you find that out?
6. I found it out last night.

7. When did 'you-all' find out (:) you were going to Colombia?
8. We found it out yesterday morning.

9. Did you find out when Juan left? (... cuándo salió Juan?)
10. I found it out yesterday afternoon.

11. Did you find out what happened to (con) the (boy) child?
12. No, I didn't find out anything.

13. Did you find out if the (boy) child fell off the sofa?
14. No. I only found out that he hurt his head.

15. Did you find out what happened to (con) the letters?
16. No, I didn't find out anything. I think they left last night.

17. Did you find out what happened to (con) José?
18. No, I didn't find out anything. But I think he left early.

19. Did you find out if the letters left?
20. Yes. They left this morning early.

2. The verb 'be' and location.

Ser is the neutral form of soy, somos, es, son.

Estar is the neutral form of estoy, estamos, está, están.

Ser and estar (or any of their respective forms) conflict in one area: location. We have said up to now that ser is used for What (or: What kind) and When, and that estar is used for Where and How.

Under special circumstances, ser is used for where also.

(a) Ser is used to locate things such as parties, meetings, classes, etc.

(b) Estar is used to locate things such as books, tables, people, car, etc.

The difference betweem (a) and (b) above has to do with physical properties. A 'party' for example does not have physical properties; it has no weight, it has no atoms, that is, you can't 'touch' it. On the other hand, a book, a car, or even a person has physical properties; these have weight, body, size: that is, you can 'touch' these.

Estar is used to locate nouns having physical properties (things you can 'touch').

Ser is used to locate nouns having no physical properties (things you can't 'touch').

Thus, 'Where is the party (the meeting, the address, the Spanish class, etc.)?' would be: ¿Dónde es la fiesta, (el 3379, la clase de español, etc.)? But 'Where is Jones?' would be: ¿Dónde está Jones?

NOTE: Some speech areas will treat ser in locations a little differently from other areas. This is an unavoidable circumstance, a characteristic true of all languages. If your teacher rejects any of these patterns, be sure to follow his preferences.

Practice 3. (Learning to use the neutral form ser.)

Learn to say the following in Spanish. The correct Spanish version appears at the right. Notice that English 'going to be a (something)' is said in Spanish without this 'a'. As you learned in Unit 18, un or una would be used if you were to say 'a good something', or 'a bad something', or 'an interesting something', etc., but not with 'a something'.

1.	'He's going to be Consul General.'	Va a-ser Cónsul General.
2.	'He's going to be a student.'	Va a-ser estudiante.
3.	'They're going to be students.'	Van a-ser estudiantes.
4.	'We're going to be teachers.'	Vamos a-ser profesores.
5.	'I'm going to be a teacher.'	Voy a-ser profesor (profesora).
6.	'I'm going to be a good teacher.'	Voy a-ser un profesor bueno (una profesora buena).
7.	'I'm not going to be a bad teacher.'	No voy a-ser un profesor malo (una profesora mala).
8.	'When is the party?'	¿Cuándo es la fiesta?
9.	'When is the party going to be?'	¿Cuándo va a-ser la fiesta?
10.	'Where is the class going to be held?'	¿Dónde va a-ser la clase?

Practice 4. (Learning to use the neutral form estar.)

Learn to say the following in Spanish:

1.	'I'm going to be here tomorrow.'	Voy a-estar aquí mañana.
2.	'We're going to be in his office.'	Vamos a-estar en su-oficina.
3.	'Where are you going to be this afternoon?	¿Dónde va a-estar esta tarde?
4.	'When are you going to be in your office?	¿Cuándo va-estar en su oficina?
5.	'I'm going to be well tomorrow.'	Voy a-estar bien mañana.
6.	'They're going to be here early.'	Van a-estar aquí temprano.
7.	'Nora is going to be here too.'	Nora va a-estar aquí también.
8.	'Who is going to be with you?'	¿Quién va a-estar con usted?
9.	'Who is going to be with me?'	¿Quién va a-estar conmigo?
10.	'José is the one who is going to be with me.'	José es el que va a-estar conmigo.

Practice 5.

Indicate whether ser or estar (or a form of one or the other) would be used in the folloging sentences:

ser? estar?

1. _____ _____ 'Joe is here with us.'
2. _____ _____ 'The class is being held in the next buildin.'
3. _____ _____ 'He is here now.'
4. _____ _____ 'The meeting is going to be next week.'
5. _____ _____ 'I don't know where in the world he is!'
6. _____ _____ 'I don't know where the party is going to be.'
7. _____ _____ 'The discussion is not in my office.'
8. _____ _____ 'He is there now.'
9. _____ _____ 'It's here at 9:00 (the meeting).'
10. _____ _____ 'They'll be here in the morning.'

Answers: ser or a form of ser would be used in 2, 4, 6, 7, 9; estar in the others.

3. Auditory confusion of 'going to do' and 'going to be'.

In normal-to-rapid speech, these two constructions sound the same even though in writing they are quite different.

For example: 'What are you going to be?' is in both speech
and writing: ¿Qué va a-ser?

But: 'What are you going to do? is in writing: ¿Qué va a-hacer?
in speech: '¿Qué va -hacer?'

In normal speech, the a- fuses with the same letter in hacer so that you hear only hacer instead of a-hacer. As far as sound goes, then, they are identical:

¿Qué va-a-ser?	('Kévaaser')
'¿Qué va hacer?'	('Kévaaser')

In fact, in rapid speech, these two phrases are even further reduced to only one a:

¿Qué va ser?	('Kévaser')
¿Qué vhacer?	('Kévaser')

However, since the two are far apart in meaning (i.e. 'What are you going to be' and 'What are you going to do'), the context in which these would be used is quite different. Therefore, in actual usage, the confusion hardly ever exists.

As a student, if you hear your instructor ask you something that sounds like: '¿Kévaser' usted mañana?, you can rest assured that he is asking 'What are you going to do tomorrow?' The circumstances under which he would ask you 'What are you going to be?' are so limited, that he himself would probably ask this in this manner:

¿'Kévaser' usted en Chile? ¿Cónsul General?

Practice 6. (Recorded)

You will hear 'Kévaser' in a few contexts in order to learn to identify which might be which.

a. Listen: Is he asking: (1) 'What are you going to be?'
or: (2) 'What are you going to do?'

( ) ( )

(1)

b. Listen: Is he asking: (1) 'What are you going to be?'
or: (2) 'What are you going to do?'

( ) ( )

(2)

c. Is this one: (1) 'going to be'
or: (2) 'going to do'?

( ) ( )

(2)

d. Is this one: (1) 'going to be'
or: (2) 'going to do'?

( ) ( )

(1)

e. Is this one: (1) 'going to be'
or: (2) 'going to do'?

( ) ( )

(1)

f. You'll have to guess at this one. No one can really tell which one it is; but which one would be the wisest guess for you as a student, (1) 'going to be'
(2) 'going to do'?

( ) ( )

(2)

g. This is similar to 'f'. Guess: (1) 'going to be'
or: (2) 'going to do'?

( ) ( )

(2)

Practice 7. (Recorded)

Practice learning to catch quickly the meaning of 'going to do'. You will hear a series of questions directed at you. All questions involve 'What are you going to do?' and each is follwed by a time element such as mañana, hoy, esta-noche, etc.

Start your response with this time element, and always say 'prepare the lesson'.

Example: 1. ¿Kévaser' usted mañana?

Response: Mañana, voy a-preparar la lección.

4. Telling time.

'What time is it?' = ¿Qué hora es?

'It's (two, three, etc.) o'clock' = Son (las dos, las tres, etc.).

Notice that even though English says: 'It's..., Spanish says: Son....

Practice 8.

Say each of the following times:

1. It's 2:00.
2. It's 3:00.
3. It's 10:00.
4. It's 6:00.
5. It's 7:00.
6. It's 12:00 (doce: 'do-ce').
7. It's 7:00.
8. It's 11:00 (once: 'on-ce').
9. It's 9:00.
10. It's 10:00.

References to 1:00 are always: Es la una. (Not son)

2:30, 4:30, 6:30, etc. = Son (las dos, las tres, etc.) y media.

Again, as in 'Kévaser', '2:30' and '12:30' frequently sound the same 'dosimedia', although in slower-than-rapid speech the difference can be heard:

son las dos y media

son las doce y media

Practice 9. (Recorded)

You will hear each of the following phrases said in Spanish. You are to identify in your mind what these are, and then check to see if you were right.

1. It's 1:00. (es)
2. What time is it?
3. It's 1:30. (es)
4. It's 12:00.
5. It's 12:30.
6. At (a) what time?
7. At 12:30.
8. It's 11:00.
9. It's 11:30.
10. At 11:30.
11. At 4:30?
12. It's 9:30.
13. At what time is the party?
14. Tomorrow, at 5:30.
15. At 2:30.
16. At 1:30.
17. It's 3:30.
18. Why at 1:30?
19. Where at 6:30?
20. Here, at 4:30?

5. To finish doing something.

You have already learned to say 'I have just (done something)', and so forth, using the expression acabo de-   -r. To say 'I finished (studying)', and so on, you use terminar in this way.

terminé .... de-   -r.

Practice 10. (The correct translations appear to the right.)

What do the following mean?

1.	Acabo de-usarlo.	'I have just used it.'
2.	Terminé de-usarlo a las 3:00.	'I finished using it at 3:00.'
3.	Terminamos de-prepararlo a las 5:00.	'We finished preparing it at 5:00.'
4.	¿Usted terminó de-escribirlo?	'Did you finish writing it?'
5.	Sí, señor. Acabo de-escribirlo.	'Yes, sir. I have just written it.'
6.	José terminó de-hacerlo a la 1:30.	'José finished doing it at 1:30.'
7.	José acaba de-preguntarle eso al profesor.	'José has just asked the teacher that.'

8.	Jones terminó de-molestar a-José.	'Jones finished bothering José.'
9.	Terminé de-estudiar anoche a las 12:00.	'I finished studying last night at 12:00.'
10.	¿Cuándo terminó usted de-estudiar?	'When did you finish studying?'
11.	Terminé de-estudiar antes de las 7:00.	'I finished studying before 7:00.'
12.	¿Sabe usted cuándo terminamos de-estudiar anoche?	'Do you know when we finished studying last night?'
13.	Creo que terminamos de-estudiar a la 1:30.	'I think we finished studying at 1:30.'
14.	¿Quién terminó de-estudiar antes, usted o José?	'Who finished studying before (i.e. first) you or José?'
15.	Yo terminé antes. José no terminó de-estudiar hasta después de las 7:00.	'I finished before (i.e. first). José didn't finish studying until after 7:00.'
16.	¿A qué hora terminó de-estudiar José?	'At what time did José finish studying?'
17.	Creo que terminó a las 7:30.	'I think he finished at 7:30.'
18.	No, creo que no terminó de-estudiar hasta después de las 8:00.	'No, I think he didn't finish studying until after 8:00.'

6. After, or before doing something.

This is a similar pattern: después (antes) ... de- -r

Thus: Después de-terminar... 'After finishing...'

Practice 11. (The correct translation appears to the right.)

What do the following mean?

1.	Después de-estudiar, fui a mi-casa.	'After studying, I went to my house.'
2.	Después de-estudiar, Sánchez me-trajo los libros.	'After studying, Sánchez brought me the books.'
3.	Quiero que usted haga esto antes de-ir a la casa.	'I want you to do this before going to the house.'
4.	Quiero que ellos hagan esto antes de-salir.	'I want them to do this before leaving.'

5.	Antes de-preguntarle eso al profesor, preparen un ejercicio más.	'Before asking the teacher that, prepare (plural) one more exercise.'
6.	José me-dijo eso antes de-salir ayer.	'José told me that before leaving yesterday.'
7.	José me trajo eso después de-decirme que no iba a-traerlo.	'José brought me that after telling me that he wasn't going to bring it.'
8.	José le-dijo eso a-Nora después de-decirme que no le-iba a decir eso.	'José told Nora that after telling me that he was not going to tell her that.'
9.	Fui a la oficina de Sánchez antes de-ir a la clase.	'I went to Sánchez' office before going to class.'
10.	Terminé de-hacerlo antes de-ir a la fiesta.	'I finished doing it before going to the party.'
11.	Tengo que-terminar mi-lección.	'I have to finish my lesson.'
12.	Tengo que-terminar de-estudiar mi lección.	'I have to finish studying my lesson.'
13.	Tengo que-terminar de-prepararla.	'I have to finish preparing it.'
14.	Tengo mucho que-hacer antes de-ir a la fiesta.	'I have a lot to do before going to the party.'
15.	Tenemos mucho que-hacer después de-terminar la lección.	'We have a lot to do after finishing the lesson.'
16.	No tenemos mucho que-hacer esta-noche.	'We don't have much to do tonight.'
17.	No tenemos nada que-hacer esta-noche.	'We don't have anything to do tonight.'
18.	Después de eso, no tenemos nada que-decir.	'After that, we have nothing to say.'
19.	Después de-terminar de-escribir, no tuvimos nada que-hacer.	'After finishing writing, we didn't have anything to do.'
20.	Antes de-terminar de-estudiar, ¿por qué no vamos a-preguntarle eso al profesor?	'Before finishing studying, why don't we go ask the teacher that.'

Variations

Part 1.

Practice 12. (Read these sentences over carefully. If any are not clear to you, check with the translations given at the end of this practice.)

1. No le-haga dos pequeños. Hágale dos grandes.
2. No le-haga dos de ésos. Hágale sólo uno.
3. José quiere que hagamos esto antes de-salir.
4. ¿José quiere que usted lo-haga o que yo lo-haga?
5. Sí, el profesor quiere que recomendemos a-José.
6. Nuestras-oficinas están en el tercer-piso. Son bastante malas.
7. Muy bien. Ahora dígame adónde (usted) fue ayer.
8. Quiero que usted salga antes de las 9:00.
9. Quiero que José vaya después de-terminar su-clase.
10. No sé lo-que dijo antes de-salir.
11. Sí, porque lo-que yo quiero es una clase fácil.
12. ¿Usted tiene todo lo-que quiere?
13. No me-traiga tres; tráigame cinco.
14. ¿Qué es lo-que usted quiere que hagamos?
15. ¿Quién es el que quiere que usted vaya hoy?
16. ¿Quiénes son los que quieren que usted salga ahora?
17. Sí, cómo no. Me-gusta estudiar aquí.
18. ¿A-usted le-gusta terminar temprano?
19. A-mí no me-gusta eso tampoco.
20. Pero, a-José le-gusta mucho.
21. A-nosotros no nos-gusta salir tan temprano.
22. A-él le-gustan las chicas colombianas.
23. Le-pregunté si iba a la clase hoy.
24. ¿Usted trabaja aquí también?
25. ¿Quién trabaja con usted? ¿Sánchez?
26. No, Sánchez no. Pero José sí... a veces.
27. ¿A-usted le-gusta la clase?

28. A-mí no, pero a-Nora sí.

29. ¿Quién le-dijo eso a-María? ¿Usted?

30. No, yo no. Pero José sí.

(These are the translations of the sentences of Practice 12.)

1. Don't make him (her) two small ones. Make him (her) two big ones.
2. Don't make him (her) two of these. Make him (her) only one.
3. José wants us to do this before leaving.
4. Does José want you to do it or me to do it?
5. Yes, the teacher wants us to recommend José.
6. Our offices are on the third floor. They're pretty bad.
7. Very well. Now tell me where you went yesterday.
8. I want you to leave before 9:00.
9. I want José to go after finishing his class.
10. I don't know what he (she) said before leaving.
11. Yes, because what I want is an easy class.
12. Do you have everything (all that) you want?
13. Don't bring me three; bring me five.
14. What is it that you want us to do?
15. Who is the one who wants you to go today?
16. 'Who-all' are the ones who want you to leave now?
17. Yes, of course. I like to study here.
18. Do YOU like to finish early?
19. I don't like that either.
20. But José likes it a lot.
21. WE don't like to leave so early.
22. HE likes the Colombian girls.
23. I asked him (her) if he (she) was going to class today.
24. Do you work here also?
25. Who works with you? Sánchez?
26. No, not Sánchez. But José does... at times.
27. Do YOU like the class?
28. Not me, but Nora does.
29. Who told María that? You?
30. No, not me. But José did.

Part 2. Comprehension. (Recorded)

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

Part 3. New vocabulary. (Recorded)

For each of the following numbers you will hear several sentences. Among these there will be a new word. Write these new words in the spaces below, and write their English meaning to the right.

New word Meaning:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Answers:	1.	¿No?	'Aren't you?; 'don't you?'; etc. (just like ¿verdad?).
	2.	allá	'there'; 'over there'.
	3.	llegar	Idea of 'arriving'.
	4. (a)	marzo	'March'.
	(b)	junio	'June'.

Applications

Part 1.

How would you say the following utterances?

1. You told me that you were born in the year 1930. 2. You were born in 1930, weren't you? (i.e. ¿verdad?) 3. You are an American, aren't you? 4. He's a teacher, isn't he? 5. He wants to leave now, doesn't he? 6. You want me to go now, don't you? 7. Nora is the one YOU like, isn't it? 8. This is all that he told you, isn't it? 9. Do you like our city? 10. Do you like our streets?

11. What I like about (de) this class is the teacher. 12. What I like about this class is the Colombian girl. 13. My husband likes this class, and I like it also. 14. My husband and I like this class. 15. Do you work with

the Department of State? 16. Do you work in this department? 17. In which department does he work? 18. Do you like this department? 19. I don't (yo no), but my husband does. 20. Were you born in 1930? I wasn't (yo no), but my husband was.

21. Did you finish the lesson? 22. I didn't, but my husband did. 23. Did your husband finish studying last night? 24. He didn't, but I did. 25. Did you ask him that? 26. I didn't, but José did. 27. What are you going to do now? 28. I don't know, but I think I'm going to leave early. 29. What are you going to be, a teacher? 30. Yes, I'm going to be a teacher.

31. Where are you going to be? 32. I'm going to be in the classroom. 33. Do you know if he is going to be in his office? 34. Yes, he is going to be in his office until 6:00. 35. Are you going to be a good student? 36. Sure. I intend (plan) to be a good student. 37. How long (i.e. 'How much time') are you going to be here? 38. I plan to be here in my office until 5:30. 39. I plan to be here until 5:30. 40. I plan to be here until a little after 5:30.

41. He plans to stay here in his office until a little before 1:00. 42. Where do you live now? 43. I live far, over there in Springfield. 44. Where did you say (:) Bill is? 45. He's over there in the office. 46. (On the phone:) Hi! Do you know if Bill is over there with 'you-all'? 47. Yes, he's here with us; he has just arrived. 48. When did you say (:) he arrived? 49. I said that he has just arrived. 50. Please tell him that I want him to come to my office before 1:00.

51. Very well. I'm going to tell him that now. 52. Thanks! 53. You're welcome! 54. When did you arrive this morning? 55. I arrived a little before 9:00. 56. When did Jones arrive this morning? 57. He didn't arrive until after 9:30. 58. Tell Jones that I want him to arrive earlier (más temprano). 59. Fine! I'm going to tell him now that you want him to arrive earlier. 60. At what time do you want him to arrive? 61. Tell him that I want him to arrive a little before 9:00.

Part 2. Each of the following sentences contains one and only one error. Rewrite the sentences correctly.

1. A-nosotros nos-gustan esta-ciudad.

2. A-José y a-Nora no le-gustan las lecciones.

3. Yo no sé dónde voy a-ser esta tarde.

4. ¿Sabe usted si a-él le-gustan?--¿Quién? ¿A-José?

5. Me-dice que va a-terminarlo con yo.

6. Sí, señor. Yo terminé hacer eso ayer.

7. Por favor. Quiero que usted termine esto antes las 9:00.

8. Por favor. Pregúntelo eso a-José.

9. Sí. Dígalo que venga a mi-oficina.

10. Sí. Me-dijo que terminó de-escribió a las 2:30.

Part 3. Be prepared to produce some sort of answer to these questions concerning your own life.

1. ¿En cuál departamento trabaja usted?

   (Note: 'I work' would end in -o as in 'I want', 'I plan', 'I can', 'I have', etc.)

2. ¿Dónde trabaja usted? ¿Aquí en esta-ciudad?

3. ¿Dónde trabajó usted antes de-llegar aquí?

4. ¿Con quién trabaja usted? Con un señor, dos señores, cuatro señores,... ?

5. Si un señor (o señora) le-dice a-usted '¡Gracias!', qué dice usted después?

6. Si yo le-digo a-usted -¡Gracias!', ¿qué me-dice usted?

7. Si yo le-digo a-usted '¡De nada!', qué me-dijo usted antes?

8. ¿Cómo está usted hoy? ¿Triste? ¿Contento?

9. ¿Qué piensa hacer usted mañana?

10. ¿Sabe usted cuál forma del verbo se-usa después de una preposición? ¿Es correcto decir 'de-tomando'?

11. ¿Es correcto decir 'en-preparando'?

12. ¿Cómo se-dice in preparing?

Part 4. Be prepared to be engaged by the instructor in the following conversations.

A: Hi, Bill! Did you finish?
--Did I finish what.
Did you finish writing?
--Writing (de-escribir) what?
Good grief! The exercise!
--Sure. I finished writing it before 8:00.
Well, I'm glad! (Gee...!)

B: How many exercises do you want us to prepare?

--I want you to prepare all of them (todos).

All of them? Gee, we don't have time.

--Why don't 'you-all' have time?

We have a party tonight and we want to go.

--I'm sorry, but you can't go. You have to prepare your lessons.

Why don't you go to the party with us?

--Fine! Why not! When is it?

At 8:30.

--Where?

At Jones' house.

--Fine. At what time do I have to arrive?

We're all (todos) going to arrive near 8:30.

--Very well. Do I have to take something?

No. But if you want to, you can bring the book.

--The book? Really? Why?

Then you can study our lesson with us!

--Drop dead!

END OF UNIT 21

UNIT 22

INTRODUCTION

Part 1. Free forms of the possessives.

1. Thus far, you have used mi-, nuestr-, and su- as a prefix to a noun, as in mi-casa, nuestro-hijo, etc. We refer to these forms as being 'bound forms' since they are used only in conjunction with (they are bound to) a noun.

2. These same words are also used either following a noun or by themselves. In these cases, we call them 'free forms', and they look different. They look and function like true adjectives just as bonit- does.

3. Thus, 'my table' is either mi-mesa or la mesa mía. (Mía rhymes with María.)

4. How would you say mis-mesas in the free form construction? Make a guess.

(las mesas mías)

5. How would you say mi libro in this new way?

(el libro mío)

6. How would you say mis-libros?

(los libros míos)

7. And how would you say nuestros-hijos?

(los hijos nuestros)

8. There is no real difference in meaning between the bound and the free forms. Except for one important case, the Spanish speaker uses one or the other almost at will.

9. His choice is controlled sometimes by sentence intonation, sometimes by stylistics, and sometimes by a characteristic of Spanish of being more selective than English. (This last characteristic means little to you at this stage of your learning; however, and if you happen to be grammatically curious, you may want to observe this greater 'selectivity' of Spanish by watching the number of times cuál is used in Spanish where English uses 'what'.)

10. The one important case where you have to make a choice between the free and bound forms concerns emphasis.

11. You want to get used to saying el libro mío as much and as often as mi-libro, but if you feel the necessity of emphasizing the word 'my', then say:

    el libro mío

12. That is, emphasis is conveyed not by raising your voice as you do in English, but by simply using the free form construction. This is similar to:

me-gusta	'I like'
A-mí me-gusta	'I like'

In Spanish, it is not necessary to raise your voice to be emphatic, although you can if you are very upset.

13. That is, raising your voice in Spanish is equatable with 'super emphasis':

    mi-libro = 'my book' (normal)
    el libro mío = 'MY book' (emphatic)
    el libro MIO = 'MY book' (super-emphatic)

14. For now, we want you to be aware of two points:
    a. The bound form and the free form can be used interchangeably.
    b. The free form can imply emphasis, whereas the bound form never does.

15. Convert the following bound form possessives to the free form. The correct conversion appears at the right.

    mi-mesa = ____________________ (la mesa mía)
    mis-mesas = ____________________ (las mesas mías)
    mi-libro = ____________________ (el libro mío)
    mis-libros = __________________ (los libros míos)
    nuestra-mesa = ________________ (la mesa nuestra)
    nuestras-mesas = ______________ (las mesas nuestras)
    nuestro-libro = _______________ (el libro nuestro)
    nuestros-libros = _____________ (los libros nuestros)

16. The form su- has the same endings, but a 'y' is used between su- and the endings (pronounced sú-yo):

    suyo suya suyos suyas

17. As in the bound form su-, the free form also stands for everybody but 'my' and 'our'.

18. Convert the following to the free form construction:

su-libro = ____________________ (el libro suyo)
sus-libros = ____________________ (los libros suyos)
su-mesa = ____________________ (la mesa suya)
sus-mesas = ____________________ (las mesas suyas)

19. Say 'my book' two ways.

(mi-libro or el libro mío)

20. Say 'my book'.

(el libro mío)

21. Say 'my table' two ways.

(mi-mesa or la mesa mía)

22. Say 'my table'.

(la mesa mía)

23. Say 'our table' two ways.

(nuestra mesa or la mesa nuestra)

24. Say 'our table'.

(la mesa nuestra)

25. Say 'our tables'.

(las mesas nuestras)

26. Say 'his table' two ways.

(su-mesa or la mesa suya)

27. Say 'her table' two ways.

(su-mesa or la mesa suya)

28. Say 'their table' two ways.

(su-mesa or la mesa suya)

29. Say 'your table' two ways.

(su-mesa or la mesa suya)

30. Now say 'your tables'.

(las mesas suyas)

31. Say 'her tables'.

(las mesas suyas)

32. Say 'their table'.

(la mesa suya)

33. Say 'their tables'.

(las mesas suyas)

Part 2. Clarification of su-.

34. Since su- means several things, there are occasions when the speaker feels that he has to be more specific. In such instances, he clarifies su- by avoiding it completely and saying:

la mesa de- __________

35. The blank space is filled by either the name of the possessor (José, Sánchez, etc.) or the substitute for that name (él, ella, usted, ustedes, etc.)

36. Thus, 'his table' could be clarified by either saying la mesa de-José or la mesa de-él.

37. Using the substitutes (él, ella, etc.) say the following:

'his table' = ____________________ (la mesa de-él)
'her table' = ____________________ (la mesa de-ella)
'your table' = ___________________ (la mesa de-usted)
'their (boys) table' = ___________ (la mesa de-ellos)
'their (girls) table = ___________ (la mesa de-ellas)
'their (boy and girl) table = ____ (la mesa de-ellos)
'you-all's table' = ______________ (la mesa de-ustedes)
'his books' = ____________________ (los libros de-él)
'her books' = ____________________ (los libros de-ella)

38. Say 'José's tables'.

(las mesas de-José.)

39. Say 'María's book'.

(El libro de-María.)

40. What would a Spanish speaker say for the word 'Whose?' in the following conversation?

A: El libro de-ella llegó.
B: (Whose?)
A: De-María.

(¿De-quién?)

41. What would be used for 'Whose?' in this conversation?

A: La mesa de-ellos llegó.
B: (Whose?)
A: De-José y María.

(¿De-quiénes?)

42. What would be used for 'Whose?' in this conversation?

A: El libro suyo llegó.
B: (Whose?)
A: De-José.

(¿De-quién?)

43. What would be used for 'Bill's in this conversation?

A: La esposa de-él llegó.
B: ¿De-quién?
A: (Bill's.)

(De-Bill.)

44. What would be used for 'Bill's and María's in this conversation?

A: El profesor suyo llegó.
B: ¿De-quién?
A: (Bill's and María's.)

(De-Bill y María): Although you could also say De-Bill y de-María. With possession, it is more common to use de- only once.

45. If someone walked into the room and without saying anything else said directly at you: Los libros suyos acaban de-llegar, what would your guess be as to what suyos means?

('yours') would be a good guess since he is looking directly at you.

36. Assuming that you didn't want to guess that it meant 'yours', how would you get him to be more specific?

(By asking ¿De-quién?)

47. In which case, if he did mean 'yours', he would say de-_______.

(De-usted.)

48. If you walked past two people speaking Spanish in the hall, and as you passed them you heard only this one sentence: Los libros suyos acaban de-llegar, could you tell whose books they are talking about?

(No): Without the rest of the conversation, it would be impossible.

49. If you were talking with someone else about María and sometimes about José, and this someone else said to you at one point in the conversation: Las mesas suyas llegaron ayer, what would be a way for you to ask him to clarify suyas?

(Ask him ¿De-quién?)

50. Suppose that the above conversation was such that you knew that suyas had to be either 'his' or 'hers'. How would you ask him 'his or hers?'.

(¿De-él o de-ella?): Although ¿De-él o ella? is possible, too.)

51. How would you have asked him 'María's or José's?'

(¿De-María o de-José) or (De-María o José)

Part 3. Short forms and '... of...'

52. The free forms of the possessive can be shortened in exactly the same way that you learned to shorten la hija de-Gómez to la de-Gómez. How then would you say the short form of la hija mía?

(la mía)

53. What is the meaning of this sentence?:

La hija mía llegó ayer.

('My daughter -or my daughter- arrived yesterday.')

54. What is your guess for the meaning of:

La mía llegó ayer?

('Mine arrived yesterday.')

55. If talking about your son, how would you say: 'Mine arrived yesterday'?

(El mío llegó ayer.)

56. If talking about your books, how would you say: 'Mine arrived yesterday'?

(Los míos llegaron ayer.)

57. If talking about your tables, how would you say: 'Mine arrived yesterday'?

(Las mías llegaron ayer.)

58. If talking about books, what would this mean in English?: *Los nuestros llegaron ayer*.

(Ours arrived yesterday.)

59. If talking about your daughters, how would you say: 'Ours arrived yesterday'?

(Las nuestras llegaron ayer.)

60. Say 'Mine (i.e. *sons*) arrived this morning.'

(Los míos llegaron esta mañana.)

61. Say 'Ours (i.e. *son*) arrived this morning.'

(El nuestro llegó esta mañana.)

62. Shorten the underlined portion of this sentence: *El hijo de-usted* llegó esta mañana.

l de-usted...)

63. Shorten this one: *El hijo de-nosotros* llegó ayer.

(El de-nosotros...)

64. What is the meaning of: *El hijo nuestro*?

('our son' or '*our* son')

65. What do you suppose is the meaning of: *El hijo de-nosotros*?

('our son' or '*our* son')

66. What is the meaning of: *El nuestro*?

(ours)

68. As you have already assumed, you can say either:
el hijo nuestro or el hijo de-nosotros, and
el nuestro or el de-nosotros

69. Using the word nosotros, say: 'ours' (son).

(el de-nosotros)

70. Using the word nuestro, say: 'ours' (son).

(el nuestro)

71. Using usted, say: 'yours' (daughter[illegible]

(la de-usted)

72. Using su-, say: 'yours' (daughter).

(la suya)

73. Using su-, say: 'theirs' (daughter).

(la suya)

74. Using ellos, say: 'theirs' (daughter).

(la de-ellos)

75. Using nosotros, say: 'Ours (daughter) arrived this morning.'

(La de-nosotros llegó esta mañana.)

76. Using nuestr-, say: 'Ours (son) arrived yesterday.'

(El nuestro llegó ayer.)

77. You may recall from an earlier unit that we said that after a preposition we find:
él, ella, usted, etc.,
but we don't find: yo
That is, you don't say: A-yo me-gusta,
but instead: A- ? me-gusta.

(-mí)

78. You may now recall that we also listed a notable exception, you can say:
con él, con usted, con nosotros, etc,
but: 'with me' is ________.'

(conmigo)

79. The word de is also a preposition, and as with other prepositions you don't find:

de-yo.

What you can find is: de-mí, but it is considered 'baby talk'. Therefore, you won't have much of an opportunity to hear anyone but a child say:

La silla 'de-mí' está aquí.

What you will hear is (make a guess):

La silla _____ está aquí.

(mía)

80. Therefore, if we exclude 'baby talk', what is the only way to say 'mine' in a sentence like this one?:

'mine (silla) is here.'

(La mía...)

81. That is, there are two ways to say 'ours', 'yours', 'his', etc., but only one way to say 'mine'. How would you say 'mine' (meaning 'father') in 'Mine brought me some money'?

(El mío...)

82. And in 'Mine (mother) brought me a cake'?

(La mía...)

83. And in 'Mine (books) are on the table'?

(Los míos...)

84. Now, this is what we are leading up to: If only children say de-mí in the meaning of 'mine', how would an adult say 'That daughter of mine... '? Make a guess.

(Esa-hija mía...)

85. Say 'That son of mine... '

(Ese-hijo mío...)

86. There are two ways to say 'That son of ours'. Say either one or both of them.

(Ese-hijo nuestro) or (Ese-hijo de-nosotros)

87. There are two ways of saying 'That son of his'. Say both of them.

(Ese-hijo suyo) or (Ese-hijo de-él)

88. There are two ways of saying 'That son of theirs (Mr. and Mrs. Sánchez)'. Say both of them.

(Ese-hijo suyo.) and (Ese-hijo de-ellos.)

89. How would you say 'That book of mine... '?

(Ese-libro mío...)

90. And how would you say 'A book of mine... ?

(Un libro mío...)

91. How would you say 'A chair of mine... '?

(Una silla mía...)

92. How would you say 'that office of mine... '?

(Esa-oficina mía...)

93. And how would you say 'That office of mine is bad'?

(Esa oficina mía es mala.)

94. If 'a friend' is un amigo, how would you say 'That man (señor) is a friend of mine'?

(Ese-señor es un amigo mío.)

95. If in referring to a girl, the word 'friend' is amiga, how would you say 'That young lady (señorita) is a friend of mine'?

(Esa-señorita es una amiga mía.)

96. Say 'A friend of mine (male) has just arrived.'

(Un amigo mío acaba de-llegar.)

97. Say 'José is a friend of mine.'

(José es un amigo mío.)

98. Say 'María is a friend of mine.'

(María es una amiga mía.)

99. Say 'José and María are friends of mine.'

(José y María son amigos míos.)

100. Say 'These books are mine.'

(Estos-libros son míos.)

101. Say 'That book is mine.'

(Ese-libro es mío.)

102. Say 'That chair is mine.'

(Esa-silla es mía.)

103. There are two ways to say 'That chair is his.' Say one or the other, or both of them.

(Esa-silla es suya) or (Esa-silla es de-él)

104. Say 'That table is hers.' two-ways.

(Esa-mesa es suya) or (Esa-mesa es de-ella.)

105. Say 'That book is ours.' two ways.

(Ese-libro es nuestro) or (Ese-libro es de-nosotros.)

106. Say 'Those books are ours.' two ways.

(Esos-libros son nuestros.) or (Esos libros son de-nosotros.)

Part 4. Summary.

107. Free forms are used after the noun they refer to. In this position, they act just like bonit- 'pretty'.

(la casa bonita)... la casa mía
suya
nuestra

(las casas bonitas)... las casas mías
suyas
nuestras

And so forth.

108. Constructions like: la casa suya (nuestra) may be reconstructed into: la casa de-________, with él, ella, usted, etc. following de-.

109. These constructions can be shortened from la casa suya to la suya, or from la casa de-él to la de-él, and so forth.

110. There is no alternate to la mía (or el mío, etc.)

111. Mío, suyo, etc. can also be translated into English under certain circumstances as 'of mine', 'of his', etc.

112. Is this correct for 'their house'?: la casa suyas

(No; should be suya.)

113. Is this correct for 'our children'?: los niños nuestros

(Yes.)

114. Is this correct for 'our daughter'?: la hija nuestras

(No; should be nuestra.)

115. Is this correct for 'their son'?: el hijo suyos

(No; should be suyo.)

DIALOG

Review.

New Material.

(En el diálogo de la Unidad 21 Jones acaba de-decirle a-Nancy que él supo que iba a Quito hace solamente tres semanas. Entonces Nancy le-pregunta:)

Nancy

trabajo	work; job
Y ¿qué trabajo va a-hacer en Quito?	And what work are you going to do in Quito?

Jones

como	since
como soy nuevo	since I'm new
supongo	I suppose
la sección de visas	the visa section
Pues, como soy nuevo, supongo que voy a trabajar en la sección de visas.	Well, since I'm new, I suppose I'm going to work in the visa section.

Nancy

hablar	speaking (n.f.)
va a-tener que-hablar	you're going to have to speak
todo el tiempo	all the time
Entonces, va a-tener que-hablar español todo el tiempo.	Then, you're going to have to speak Spanish all the time.

Jones

por eso	that's why; for that reason
me-dedico	I dedicate myself
por eso me-dedico tanto	that's why I dedicate myself so much
¡Ya lo creo!	I should say so!
Por eso me-dedico tanto a mis-lecciones.	That's why I work so hard on my lessons.
aprender	learning (n.f.)
lo más que pueda	the most that I can
Tengo que-aprender lo más que pueda.	I have to learn as much as I can.

Nancy

ojalá	I hope
ojalá que tenga	I hope you have
mucho éxito	much success
Pues, ojalá que tenga mucho éxito.	Well, I hope you have a lot of success.

Jones

Gracias.	Thank you.

Nancy

permiso	permission
Bueno, con su-permiso...	Well, if you'll excuse me...

ver	seeing (n.f.)
una amiga mía	a friend of mine
la próxima clase	the next class
antes de la próxima clase	before the next class
Quiero ver a una amiga mía antes de la próxima clase.	I want to see a friend of mine before the next class.

Jones

lo-tiene	you have it (my permission)
Usted lo-tiene.	Okay. Certainly.
nos-vemos	we'll see each other
dentro	within
Nos-vemos dentro de poco.	We'll see you in a little while.

Observations and Practice

1. Reflexive verbs

Certain actions are expressed with a reflexive prefix. Sometimes this reflexive prefix corresponds to something that has meaning in English, but other times there is no English counterpart.

You have already learned to say: se-cayó and se-lastimó. These are 'reflexive verbs', and the se- is one of these reflexive prefixes. The most recent reflexive verb that you have learned occurred in:

¿Cómo se-llama usted? and Me-llamo Nancy.

The se- in se-cayó and in se-lastimó has no English meaning except in the most remote and 'wildest' sense. However, the se- and me- in se-llama and in me-llamo do have a strong resemblance to English.

The verb used by Spanish speakers to say 'my name is... ' etc. is llamar. The dictionary would define llamar as the idea of 'calling'. Therefore:

'I called Nora last night' = Llamé a-Nora anoche.

'José called me last night' = José me-llamó anoche. etc.

Me- can mean 'myself' and *se-* can mean 'yourself'. Therefore, when Nancy said: *me-llamo Nancy*, she was really saying 'I call *myself* Nancy', and when you ask somebody *¿Cómo se-llama usted*? you are really saying 'How do you call *yourself*?'

An interesting observation is that María, as a native speaker of Spanish, is probably not aware that she says 'myself' when she says *me-llamo María*. In her mind whe is saying 'My name is María.' This is a point which we should like to pursue further as follows:

1. To a large extent, people belonging to closely related cultures (as English and Spanish) have similar thoughts in their minds, but the *words* used to express these parallel thoughts are different.
2. Frequently, the native speaker of a language is not aware of the actual words that he uses to express certain thoughts until he studies another language.
3. You, as a student involved in the learning of another language, can sometimes find some advantage in relating certain things about Spanish to English. At other times, trying to relate something about Spanish to your own English is a hopeless task; this is true, for instance, of *de-* in *acabar de-* and *que-* in *tener que-*.
4. Under no circumstances should you expect a foreign language to correspond to your own. When and where the two languages do correspond to each other, rejoice! When and where they don't, simply learn to say it the way the native speaker does, and keep going.

The reflexive substitutes are a good case in point: at times they vaguely resemble your English '-self', but at times they don't. Whether they do or do not resemble English is *not* important. The important thing is (1) to learn which actions are expressed in Spanish with these reflexive prefixes, and (2) to use them when you should.

2. *'... getting up... '*

The idea of 'getting up' is expressed with the verb *levantar* and the reflexive prefixes.

Examples: 'I got up at 10:00' = Me-levanté a las diez.
'He got up at 9:00' = Se-levantó a las nueve.
'María got up early' = María se-levantó temprano.

As you would expect, *nos-* is used with 'we':

'We got up at 7:00' = Nos-levantamos a las siete.

Se- (like su-) is used for everybody but me- and nos-

'They got up early' = Se-levantaron temprano.
'She got up early' = Se-levantó temprano.

Practice 1. (Check with Practice 2 if in doubt.)

What do the following mean?

1. ¿Cuándo se-levantó usted?
2. ¿Cuándo se-levantó Nora?
3. ¿Cuándo se-levantaron ellos?
4. ¿A qué hora se-levantó usted?
5. ¿Usted se-levantó temprano?
6. Esta-mañana me-levanté a las seis.
7. Esta-mañana no me-levanté hasta las ocho.
8. No fui a clase esta mañana porque no me-levanté a las ocho.
9. Esta-mañana no fui a clase porque me-levanté tarde ('late').
10. Esta-mañana José no se-levantó hasta las nueve y llegó tarde.
11. Esta-mañana Nancy y su-esposo se-levantaron tarde.
12. Ayer nos-levantamos temprano y llegamos a la clase temprano.
13. Hoy nos-levantamos tarde y llegamos tarde.
14. ¿Quiénes se-levantaron temprano hoy?
15. María y su-esposo se-levantaron temprano.

Practice 2. (These are the same utterances of Practice 3.)

Practice saying these in Spanish:

1. When did you get up?
2. When did Nora get up?
3. When did they get up?
4. At what time (i.e. hour) did you get up?
5. Did you get up early?
6. This morning I got up at 6:00.
7. This morning I didn't get up until 8:00.
8. I didn't go to class this morning because I didn't get up at 8:00.

9. This morning I didn't go to class because I got up late.
10. This morning José didn't get up until 9:00 and he arrived late.
11. This morning Nancy and her husband got up late.
12. Yesterday we got up early and we arrived at the class early.
13. Today we got up late and we arrived late.
14. 'Who-all' got up early today?
15. María and her husband got up early.

3. Neutral form of '... getting up... '

In phrases where the neutral form of a verb is used, me-, nos-, or se- would be attached to the end.

Practice 3. (If in doubt, check with Practice 4.)

What do these mean?:

1. ¿A qué hora tiene que-levantarse usted?
2. Tengo que-levantarme temprano.

3. ¿Usted puede levantarse antes de las siete?
4. Cómo no. Puedo levantarme antes de esa-hora.

5. ¡Hola, José! ¿Cómo está?
¡Por favor! ¡Acabo de-levantarme!

6. ¡Hola, Jones! ¿Quiere ir a clase conmigo?
¡Por favor! ¡Acabamos de-levantarnos¡

7. ¡Oiga, Bill! ¿A qué hora piensa levantarse mañana?
8. ¿Mañana? Pues, pienso levantarme antes de las siete.

9. ¿A qué hora van a-levantarse ustedes mañana?
10. Creo que vamos a-levantarnos tarde, después de las nueve.

Practice 4. (These are the same utterances of Practice 3.)

Practice saying these in Spanish.

1. At what time do you have to get up?
2. I've got to get up early.

3. Can you get up before 7:00?
4. Of course. I can get up before that time.

5. Hi, José! How are you!
   Please! I've just gotten up!

6. Hi, Jones! Do you want to go to class with me?
   Please! We've just gotten up!

7. Hey, Bill! When do you plan to get up tomorrow?
8. Tomorrow? Well, I plan to get up before 7:00.

9. When are 'you-all' going to get up tomorrow?
10. I think we're going to get up late, after 9:00.

4. 'Staying' or 'remaining'.

In Unit 6 you learned ¿Usted piensa quedarse aquí? The idea of 'staying' or 'remaining' is also a reflexive verb.

Practice 5. (If in doubt, check with Practice 6.)

What do these mean:

1. Me-quedé aquí dos años.
2. Me-quedé en Colombia por ('for') dos años.
3. José se-quedó seis horas.

4. ¿Cuántas horas se-quedó usted en la fiesta?
5. Solamente me-quedé por dos horas.

6. Pero, ¿por qué no se-quedó más tiempo (more time, i.e. 'longer')?
7. No me-quedé más tiempo porque era tarde.

8. ¿Cuánto tiempo ('how long') se-quedó Jones?
9. Jones se-quedó en Colombia por mucho tiempo (much time, i.e. 'a long time')
10. Pero yo me-quedé ahí sólo por un año.
11. Mañana voy a-quedarme aquí dos horas.
12. Mañana voy a-quedarme aquí por dos horas.
13. ¿Usted tuvo que-quedarse ahí por mucho tiempo?
14. ¿Usted tuvo que-quedarse ahí, mucho tiempo?
15. Yo quiero quedarme aquí dos horas más.

Practice 6. (These are the same utterances of Practice 5.)

Practice saying these in Spanish.

1. I remained (stayed) here two years.
2. I remained (stayed) in Colombia for two years.
3. José stayed six hours.
4. How many hours did you stay at the party?
5. I only stayed for two hours.
6. But, why didn't you stay longer?
7. I didn't stay longer because it was late.
8. How long did Jones stay?
9. Jones stayed in Colombia for a long time.
10. But I stayed there only for one year.
11. Tomorrow I'm going to remain here two hours.
12. Tomorrow I'm going to remain here for two hours.
13. Did you have to stay there for a long time?
14. Did you have to stay there a long time?
15. I want to stay here two more hours. (Be sure you use the Spanish word order for 'two more hours'.)

VARIATIONS

Part 1.

Practice 7. (Recorded)

The following sentences have been taken from the dialogs. After each one you will hear several other sentences which are similar to the model. Listen carefully, and if in doubt, check with Practice 8.

a. Modelo: Y, qué piensan hacer ustedes con ellos?
(There are eight variations.)

b. Modelo: Estoy seguro que vamos a-llevarlos.
Note: Girls would say estoy segura...
(There are five variations.)

c. Modelo: ¿Ustedes ya saben a-dónde van?
(There are seven variations.)

d. Modelo: Pues, como soy nuevo....
(There are eight variations.)

Practice 8. (These are the same sentences of Practice 7.)

Practice saying these in Spanish.

a. Model: 'And what do you plan to do with them?'

1. What do 'you-all' plan to write?
2. What do 'you-all' plan to write to him (her)?
(Did you hear '... to him (her)' during practice 7?)
3. When do 'you-all' plan to write us?
4. When do 'you-all' plan to speak with him?
5. But, why are 'you-all' going to speak with him?
6. When do 'you-all' plan to get up? At 7:00?
7. Why do 'you-all' plan to get up so early?
8. What do 'you-all' plan to bring to the party?

b. Model: 'I'm sure we're going to take them.'

1. I'm sure we're going to stay here.
   (Remember: quedarse has to use -nos instead of -se in this sentence.)
2. I'm sure we're going to arrive late.
3. I'm sure we're going to get up late.
4. José is sure he's going to get up late.
5. Nora is sure that we're going to finish today.

Observations on 'b' model:

-Did you remember to use levantarnos in #3?

-Did you say (correctly) levantarse in #4?

-Did you say segura in #5?

-Did you remember to use que after seguro(-a)?

c. Model: 'You-all' already know where you're going?'

1. 'You-all' already know where you want to go?
2. 'You-all' already know where they are going?
3. 'You-all' already know where they (girls) are going?
4. 'You-all' already know when is the party?
5. 'You-all' already know who is the teacher?
6. 'You-all' already know what he said?
7. 'You-all' already understand what he said?

Observations on 'c' model:

-Did you remember to use lo-que in # 6 and #7?

-Did you say (correctly) entienden in #7?

d. Model: 'Well, since I'm new... '

1. Well, since I'm new, I don't know.
2. Well, since I don't know Spanish...
3. Well, since José doesn't want to go...
4. Well, since I can't go...
5. Well, since we're new...
6. Well, since José is new...

7. Well, since María is new...
8. Well, since we don't have to go...

Observations on 'd' model:

-Did you use (correctly) somos in #5?

-Did you change nuevo to nueva in #7?

-Did you remember que- in #8?

Practice 9. (Recorded)

The following is a list of nouns that you have used in recent lessons. Some are masculine and others are feminine; similarly, some are in their singular form and others in their plural forms.

You will hear the noun read in the form listed below. You are then expected to ask in Spanish: 'Yours or mine?'

Example:	carro...	¿El suyo o el mío?
	carros...	¿Los suyos o los míos?
	casa...	¿La suya o la mía?

Remember: Even though the forms change in Spanish, the meaning is still 'yours or mine?'

The purpose of this exercise is to begin to develop an association between the thing being talked about and the corresponding form suyo or mío. Repeat this exercise until you feel 'comfortable' with it.

1. carro
2. carros
3. casa
4. casas
5. trabajo
6. trabajos
7. sección
8. visas
9. permiso
10. clase
11. amigo
12. amiga
13. amigas
14. amigos
15. niña

Practice 10. (Recorded)

This is similar to Practice 9, except that you are expected to ask, 'Theirs or mine?'

(If, after listening to a few you are puzzled by the similarity of this practice with Practice 9, remember that suy-, like su-, refers to everybody but mi- and nuestro-.)

Be sure you imagine yourself asking: '*Theirs or mine?*'

1. niño
2. hijo
3. hija
4. semanas
5. departamento
6. cónsul
7. problema (m)
8. problemas
9. cosas
10. piso
11. descanso
12. café
13. país
14. calle
15. apartamento

Practice 11. (Recorded)

The same nouns of Practice 9 will be used here. As you hear each one, put it into the blank space of the following construction:

'A ______ of mine'

Of course, say this phrase in Spanish.

Part 2. Comprehension

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

APPLICATIONS

Part 1.

How would you say the following utterances?

1. I'm sure. 2. I'm sure that I understand. 3. I'm sure that José understands. 4. I finished studying at 10:00. 5. I finished talking before 5:00. 6. Do you know if José finished? 7. Do you know if José finished talking before or after 5:00? 8. Which is older, the son or the daughter? 9. What's the name of the older daughter? 10. What's the name of the older son?

11. Really? What age are they? 12. What age is he? 13. The younger daughter. 14. The younger son. 15. The older son or the younger one? 16. He said that he wants this. 17. He wants all that (*todo lo-que*) we have. 18. They did what we told them to. 19. What is it that you want? 20. What is it that you said?

21. We'll see you in (within: dentro de) a little while. 22. We'll see you in (within) a week. 23. We'll see you within an hour. 24. Within a week or within a month? 25. Within a year?! 26. Well, I hope you have a lot of success. 27. I hope 'you-all' have a lot of success. 28. That's why I work so hard ('me-dedico tanto') on my lessons. 29. That's why I work so hard on my book. 30. Please, I want you to finish this within an hour.

Part 2. (Each of the following sentences contains one and only one error.) Rewrite the sentences correctly.

1. Por eso quiero saber que él me-dijo.
2. Quiero que usted traiga eso dentro 5 minutos.
3. Voy a-trabajar en el sección de visas.
4. Ojalá que José tengo mucha suerte.
5. Voy a-aprender lo más que puedo.
6. Sí, señor; yo lo-supo hace poco.
7. ¿Cuál? ¿La hija mayora?
8. ¿Qué hora está? ¿Las 5:00?
9. Ojalá que usted tenga mucho suceso.
10. Voy tener que-hablar todo el tiempo.

Part 3. Be prepared to produce some sort of answer to these questions concerning your own life.

1. ¿Tiene usted un amigo en este país?
2. ¿Tiene usted amigos en Washington?
3. ¿Sabe usted dónde va a-trabajar el próximo año?
4. ¿Cuáles lecciones va a-estudiar la próxima semana?
5. ¿Cómo le-dice usted a un amigo 'I hope you have a lot of success?'
6. ¿Usted trabaja todo el tiempo?
7. ¿Tiene hijos? Si usted tiene hijos, por favor díganos:
   -cuántos tiene,
   -qué edad tienen,
   -cuál es el mayor,
   y cómo se-llama, etc.

   Díganos lo más que pueda de sus-hijos.
8. ¿Usted llegó a esta ciudad hace poco o hace mucho?
9. ¿Puede usted decirme qué hora es?
10. ¿Usted piensa hablar español dentro de dos meses?

Part 4. Be prepared to be engaged by your instructor in the following short conversations:

A: I hope you have a lot of success.
--Thanks. I hope you have a lot of success too.
I hope María and Nora are successful too. (i.e. 'have success too')
--Naturally! I hope both of them have a lot of success.

B: Do you like this class?
--Who (likes)?
You.
--Yes, of course. I like it a lot.

C: Do you know if José liked the party?
--How's that?
I asked you if you know if José liked the party.

--That if he what?

Liked! (That) if he liked the party!

--Oh, thanks. Now I understand. Yes, he liked it a lot.

D: Do you have to talk a lot?

--Me? Talk?... Where?

Well, in the class.

--Sure. I have to talk as much as I can.

E: Do you have to get up early?

--Sometimes.

And tomorrow... do you have to get up early?

--Tomorrow? Gee! Tomorrow I have to get up as early as I can.

END OF UNIT 22

UNIT 23

INTRODUCTION

Part 1.

1. Say, 'Well, a short while ago.'

(Pues, hace poco.)

2. Say, 'Only three weeks ago.'

(Hace solamente tres semanas.)

3. Say, 'Three weeks ago.'

(Hace tres semanas.)

4. Say, 'Two years ago.'

(Hace dos años.)

5. The idea of 'ago' is expressed with the word _____?

(hace)

6. What is the meaning of this sentence?
Yo estudié eso hace tres meses.

('I studied that three months ago.')

7. Observe what happens if the hace... part is in front of yo estudié. What has been added? 'Hace tres meses que yo estudié eso.'

(que)

8. Is there an important difference in meaning between the following two sentences? Make a guess.
   a. Llegué aquí hace dos días.
   b. Hace dos días que llegué aquí.

(No, no important difference.)

9. In fact, it would be practically impossible to define any difference whatever between the two sentences. Therefore, for all practical purposes, we can say there is no difference.

10. Complete this sentence: Hace cinco meses ____ llegué.

(que)

11. Complete this one: Trabajé en ese-departamento _____ 10 años.

(hace)

12. Say the sentence in # 11 starting with Hace....

(Hace 10 años que trabajé en ese-departamento.)

13. Say, 'They brought me the car two weeks ago.' Start with hace.

(Hace dos semanas que me-trajeron el carro.)

14. Say, 'They told me that six hours ago.' Start with hace.

(Hace seis horas que me-dijeron eso.)

15. Say, 'Six months ago.'

(Hace seis meses.)

16. How would you translate Hace dos horas que fui?

a. I went two hours ago.

b. Two hours ago I went.

(As far as Spanish is concerned, there is no difference. As far as English is concerned, 'a' sounds a little more natural than 'b'; therefore, perhaps a is a 'better' translation.)

17. Would it be all right, then, to translate Hace tres minutos que me-llamó. as 'He called me three minutes ago'?

(Yes. In fact, this translation 'sounds' more normal than 'Three minutes ago he called me.')

18. Questions involving 'time ago' are constructed with cuánt- and hace.

'How many days ago did he arrive?'

¿Cuántos días hace que llegó?

19. Ask, 'How many years ago were you born?'

¿Cuánt-__ ____ hace ___ nació?

(¿Cuántos años hace que nació?)

20. Ask, 'How many weeks ago did you finish?'

¿Cuánt-__ _____ hace ___ terminó?

(¿Cuántas semanas hace que terminó?)

21. Ask, 'How many years ago did they write this?'

¿Cuánt-__ años _____ ___ escribieron _____?

(¿Cuántos años hace que escribieron esto?)

22. 'How long...' is ¿Cuánto tiempo..., so that 'How long ago?' would be: ¿Cuánto tiempo _____?

(¿Cuánto tiempo hace?)

23. Ask, 'How long ago did they get up?'

¿Cuánt-__ ______ hace ____ se-________?

(¿Cuánto tiempo hace que se-levantaron?)

24. Ask, 'How long ago did you get up?'

¿______ tiempo _____ que se-_______?

(¿Cuánto tiempo hace que se-levantó?)

25. Finally, ask, 'How long ago did you learn Spanish?'

¿__________________________________?

(¿Cuánto tiempo hace que aprendió español?)

Part 2.

26. Up to now, you have said things like 'I sold the car for him' and 'I finished it', but we have purposefully avoided having you say constructions like 'I sold it for him or 'He sent it to me'. In the last two, the ▱ and the (‾‾) are included in the same sentence.

27. Whenever both are to be used in the same sentence, Spanish places them in this order: (1) /2/

28. Thus, 'José brought /it/ (to me)' is: 'José (me)- /lo/ -trajo.'

29. Say, 'Jose sent /it/ (to me)'

(José me-lo-mandó.)

30. Say, 'José finished it for me.'

(José me-lo-terminó.)

31. Say, 'They prepared it for me.'

(Me-lo-prepararon.)

32. Say, 'María told me so.' (i.e. 'She told it to me.')

(María me-lo-dijo.)

33. Say, 'They made it for me.'

(Me-lo-hicieron.)

34. Say, 'Tell me... '

(Dígame...)

35. Now try saying, 'Tell me so.' (i.e. 'Tell it to me.')

(Dígamelo.)

36. And now say, 'Bring it to me.'

(Tráigamelo.)

37. How would you say 'I want you to bring it to me.'?

(Quiero que me-lo-traiga.)

38. How would you say 'I want you to recommend it to me.'?

(Quiero que me-lo-recomiende.)

39. Say, 'I want you to recommend her to me.'

(Quiero que me-la-recomiende.)

40. Say, 'I want you to bring her to me.'

(Quiero que me-la-traiga.)

41. Say, 'I want you to write it for me in the morning.'

(Quiero que me-lo-escriba por la mañana.)

42. Say, 'I want you to send it to me tomorrow afternoon.'

(Quiero que me-lo-mande mañana por la tarde.)

43. How would you say 'José wants to bring it to me now'?

(José quiere traérmelo ahora.)

44. How would you say 'José can bring it to me tomorrow'?

(José puede traérmelo mañana.)

45. How about this one?: 'He's going to bring it to me tomorrow.'

(Va a-traérmelo mañana.)

46. And this one?: 'He has just brought it to me.'

(Acaba de-traérmelo.)

47. And this one?: 'He has to bring it to me.'

(Tiene que-traérmelo.)

48. Thus far, you have always seen in the foregoing examples:

...$\underset{1\ \ 2}{\underline{\text{me-lo}}}$-... or -$\underset{1\ 2}{\underline{\text{melo}}}$ but never $\underset{2\ \ 1}{\underline{\text{lo-me}}}$.

49. The sequence is always me + lo, never lo + me. In fact, if lo- (or los-, la-, las-) is going to be used in your sentence, it will always be second; anything else (such as me-) will be first. Observe this as you say the following:

a. Gómez brought it to me.

(Gómez me-lo-trajo.)

b. The books? Gómez brought them to me.

(¿Los libros? Gómez me-los-trajo.)

c. The letters? María wrote them for me.

(¿Las cartas? María me-las-escribió.)

d. The car? Sánchez sold it to me.

(¿El carro? Sánchez me-lo-vendió.)

e. The sentences? José wrote them for me last night.

(¿Las frases? José me-las-escribió anoche.)

f. The exercises? María prepared them for me.

(¿Los ejercicios? María me-los-preparó.)

g. The lessons? The teacher sent them to me.

(¿Las lecciones? El profesor me-las-mandó.)

h. The lessons? José has to send them to me.

(¿Las lecciones? José tiene que-mandármelas.)

i. The exercises? José has to bring them to me.

(¿Los ejercicios? José tiene que-traérmelos.)

Part 3.

50. Observe:

José me-lo-trajo.	'José brought it to me.'
José se-lo-trajo.	'José brought it to him.'

What is the meaning of se-?

('to him')

51. How would you say, 'José sent it to him.'?

(José se-lo-mandó.)

52. How would you say, 'José sold it for him.'? Make a guess.

(José se-lo-vendió.)

53. Say, 'María sent it to him.'

(María se-lo-mandó.)

54. Say, 'María took it to him.'

(María se-lo-llevó.)

55. In the sequences with which you have been working (i.e. $\underset{1}{\underline{\quad}}\text{-}\underset{2}{\underline{\quad}}$), you may find me- in position No. 1 ($\underset{1}{\underline{\text{me-}}}\underset{2}{\underline{\quad}}$) or even nos ($\underset{1}{\underline{\text{nos-}}}\underset{2}{\underline{\quad}}$). Anyone else in position No. 1 is represented by $\underset{1}{\underline{\text{se-}}}\underset{2}{\underline{\quad}}$.

56. This means that se- can stand for anybody but me- and ? .

(nos-)

57. As you recall from Unit 22, with reflexive verbs se- can mean 'yourself' (just as me- can mean 'myself'). As you are beginning to appreciate now, this se- is obviously a versatile 'word': it stands for many more meanings than any one English word does.

58. The fact that se- stands for so many things leads many students to believe that this is going to be a problem. It isn't.

59. The truth is that this is a great simplification. Therefore, the 'versatility' of se- should make learning Spanish that much easier for you.

60. There are, then, only three words that can occur in position No. 1 ($\underset{1}{\underline{\text{X}}}\text{-}\underset{2}{\underline{\quad}}$): me-, nos-, and ? .

(se-)

61. For a while, we will concentrate on the meaning of se- as 'to you', 'to him', or 'to her'. Later, we will practice with the other meanings.

62. Say, 'I sent it to him.'

(Se-lo-mandé.)

63. Suppose your boss asked you, 'Did you send it to me?', how would he say that in Spanish?

(¿Me-lo-mandó?)

64. Reply by saying 'Yes, I sent it to you.'

(Sí, se-lo-mandé.)

65. Ask, 'When did you send it to me?'

(¿Cuándo me-lo-mandó?)

66. Say, 'I sent it to you yesterday.'

(Se-lo-mandé ayer.)

67. Ask, 'Do you want me to send it to you?'

(¿Quiere que se-lo-mande?)

68. Ask, 'Do you want me to send it to her?'

(¿Quiere que se-lo-mande?)

69. Reply, 'Yes, send it to her.'

(Sí, mándeselo.)

70. Reply, 'Yes, send it to him.'

(Sí mándeselo.)

71. (More practice with these combinations will follow after the dialog of this Unit.)

DIALOG

Review.

New Material.

(Nancy acaba de-decirle a-Jones que iba a-ver a-una amiga. En este-diálogo nuevo, es un poco más tarde. El profesor y el señor Jones están en la clase, hablando.)

Profesor

hágame	do me
hágame el favor	do me the favor
dar	idea of 'giving' (n.f.)
hágame el favor de-darme	do me the favor of giving me
Sr. Jones, hágame el favor de-darme su-libro.	Mr. Jones, please give me your book.

Jones	
Muy bien. Aquí lo-tiene.	Very well. Here you have it.
Profesor	
Ud.	(abbreviation of usted)
Gracias. ¿Qué hizo Ud.?	Thank you. What did you do?
Jones	
Le-di el libro.	I gave you the book.
Profesor	
¿Cuándo me-lo-dió?	When did you give it to me?
Jones	
mismo	same
mismo momento	same moment
en este mismo momento	in this same moment
Se-lo-di en este mismo momento.	I gave it to you this very minute.
Profesor	
abrir	idea of 'opening' (n.f.)
abra	open (command form)
ábrame	open for me
la puerta	the door
Muy bien. Ahora, ábrame la puerta, por favor.	O.K. Now, open the door for me, please.
Jones	
serio	serious
¿En serio?	Are you serious?
Profesor	
¡Claro!	Naturally!
Jones	
Muy bien. Lo que Ud. diga.	O.K. Whatever you say.

(Después de-abrir la puerta.)	(After opening the door.)

Profesor

¿Qué hizo?	What did you do?

Jones

¡Le-abrí la puerta!	I opened the door for you.!
vió	saw (he-form)
no me-vió	you didn't see me
¡Se-la-abrí! ¿No me-vió?	I opened it for you! Didn't you see see me?

Profesor

calmarse	idea of 'calming down' (n.f.)
cálmese	command form of calmarse
nada más	nothing more
¡Cálmese! Es un ejercicio nada más.	Don't get excited! It's just an exercise.

Observations

and

Practice

1. Time ago.

The hace with which you have practiced in the introduction to this Unit comes from the verb hacer. Therefore, the structure of Hace cinco días.... is closer to 'It makes five days... ' than it is to 'Five days ago... ' That is, our translation as 'Five days ago... ' is a loose one befitting English more than representing Spanish.

Since English has no direct counterphrase, it is at times also convenient to translate the hace part of a sentence as follows:

a. Hace cinco meses que salió.

'It's been five months since he left.'

b. ¿Cuánto tiempo hace que salió?
'How long has it been since he left?'

c. Hace cinco días.
'It's been five days.'

Practice 1. (Practice saying each of the following two ways in English. If in doubt, check with Practice 2.)

1. Hace siete años que fui a Méjico.
2. Hace nueve días que me-lo-mandó.
3. Hace más de tres meses que se-lo-mandamos.
4. ¿Cuánto tiempo hace que Ud. se-lo-mandó?
5. Sí, señor; hace dos semanas que vi a-María.
6. Hace más de seis años que José hizo eso.
7. Hace solamente un minuto que vi a-José.
8. ¿Cuánto tiempo hace que Ud. vio a-María?
9. Hace solamente una hora que la-vi.
10. Hace mucho tiempo que la-vi.

Practice 2. (Each of the following pairs of sentences may be translated into Spanish the same way. Practice saying these in Spanish. If in doubt, check with Practice 1.)

1. It's been seven years since I went to Mexico.
Seven years ago I went to Mexico.

2. It's been nine days since he sent it to me.
Nine days ago he sent it to me.

3. It's been more than three months since we sent it to him.
More than three months ago we sent it to him.

4. How long has it been since you sent it to him?
How long ago did you send it to him?

5. Yes, sir; it's been two weeks since I saw María.
Yes, sir; two weeks ago I saw María.

6. It's been more than six years since José did that.
More than six years ago José did that.

7. It's been only a minute since I saw José.
Only a minute ago I saw José.

8. How long has it been since you saw María?
How long ago did you see María?

9. It's been only an hour since I saw her.
Only an hour ago I saw her.

10. It's been a long time since I saw her.
A long time ago I saw her.

Practice 3. (Recorded)

You will hear an '*hace* question' addressed to you. Since the similarity of each question is great, listen carefully for the time element used in the question so that you can use it in your answer. Always reply using *siete* as the number for these time elements.

Example: ¿Cuántas horas hace que José salió?
Hace siete horas que salió.

2. Verb clitics: combinations.

Becoming fluent in the use of combinations is a problem. As in so many other language-learning situations, the problem is not in knowing *how* something works but in *making it work fluently* for you. To acquire this fluency requires a lot of work, most of it repetitious and boring.

Practice 4. (Recorded)

This exercise is designed to help you acquire a "feeling" for the meanings of the clitics that can occupy position No. 1 $(\underset{1}{\underline{?}}-\underset{2}{\underline{\quad}})$ especially se-. At the same time, this exercise should help you establish firmly that lo- occupies only position No. 2 $(\underset{1}{\underline{?}}-\underset{2}{\underline{lo}})$.

This is a "look-say-listen" exercise with controlled timing. Try to say the following sentences in Spanish within the very short space allowed in the recording between the number and the right answer. Keep re-working this exercise until you can do all sentences in the time allowed.

Group A: (trajo)

1. ... José brought it to me.
2. ... ______________ to us.
3. ... ______________ to him.
4. ... ______________ to her.
5. ... ______________ to them.

Group B: (mandó)

1. ... José sent it to me.
2. ... ____________ to us.
3. ... ____________ to you.
4. ... ____________ to them.
5. ... ____________ to her.

Group C: (mandó)

1. ... José sent it for me.
2. ... ____________ for us.
3. ... ____________ for them.
4. ... ____________ for him.
5. ... ____________ for you.

Group D: (vendió)

1. ... Sánchez sold it to me.
2. ..... ______________ for me.
3. ... ______________ for her.
4. ... ______________ to us.
5. ... ______________ to her.

Practice 5. (Be prepared to ask these questions. If in doubt, consult Practice 6.)

1. Do you want me to bring it to you?
2. Do you want me to tell it to you?
3. Do you want me to do it now?
4. Do you want me to bring it to you now?
5. Do you want me to tell it to you now?
6. Do you want me to write it for you now?
7. Do you want me to take it to you now?
8. Do you want me to sell it for you now?
9. Do you want me to receive it for you now?
10. Do you want me to finish it for you now?

Practice 6. (Recorded) (You will hear the 10 questions of Practice 5. Reply affirmatively.)

Example: ¿Ud. quiere que se-lo-traiga?

Sí, tráigamelo.

VARIATIONS

Part 1.

Practice 7. (Recorded)

The following sentences have been taken from the dialogs. After each one you will hear several other sentences which are similar to the model. Listen carefully, and if in doubt, check with Practice 8.

a. Modelo: Hágame el favor de-darme su-libro.
(There are six variations.)

b. Modelo: Ahora, ábrame la puerta, por favor.
(There are six variations.)

c. Modelo: Se-lo-di en este mismo momento.
(There are seven variations.)

d. Modelo: Es un ejercicio nada más.
(There are five variations.)

e. Modelo: Después de-abrir la puerta.
(There are eight variations.)

Practice 8. (These are the same sentences of Practice 7. Practice saying these in Spanish.)

a. Model: Please ('do me the favor of-') give me your book.

1. Please write me a letter.
2. Please speak with Jones.
3. Please ask me that.
4. Please ask me that later.
5. Please get up at five.
(Did you remember to use -se at the end of levantar?)
6. Please get up earlier.

b. Model: Now, open the door for me, please.

1. Now, speak to me in Spanish.
2. Now, don't speak to me in English; speak to me in Spanish.
3. Please, don't come to my office; come to my house.
4. Please, don't take that to the office for me; take it to the house for me.

5. Please, don't get up before 7:00; get up at 7:30.
   (Remember: negative commands require no se-levante; the affirmative part requires levántese.)
6. Please, don't get up so late; get up earlier.

c. Model: I gave it to you this very minute.

1. I gave it to you this morning.
2. I brought it to you this very minute.
3. I wrote it for you a moment ago.
4. I wrote it for you this very minute.
5. I told you so (i.e. 'I told it to you') this very minute.
6. I sent it to you a moment ago.
7. I sent it to you this very minute.

d. Model: It's just an exercise.

1. It's just a book.
2. It's just a child.
3. The teacher told me that it was just an exercise.
4. We have to study just an exercise.
5. I'm going to learn just a little.

e. Model: After opening the door.

1. After learning the lesson.
   (Remember: don't forget to use de- in después de-)
2. After learning Spanish.
3. After seeing José.
   (Did you remember to use a- in front of José?)
4. After seeing María.
5. After speaking with the teacher.
6. María told me so after speaking with the teacher.
7. I told Nora so after arriving this morning.
   ('I told Nora so' = 'I told it to Nora' = Se-lo-dije a-Nora)
8. I told José so after arriving last night.

Practice 9. (Recorded)

You will recall that *suyo* is like *su-* in that it stands for everybody but *mi-* and *nuestr-*. You will also remember that the only time *suyo* would be said *suyos* is exactly the same as when *su-* would be said *sus-*.

You will hear a friend of yours say 'the (something or other)'. You are to raise the question 'You-all's or ours?' Be sure you make your response before you hear the correct answer, and *be sure to keep in mind what you are saying*.

Part 2. Comprehension.

Listen to the following conversational exchanges between two persons. Be sure to let your instructor know of anything you are not sure of.

APPLICATIONS

Part 1.

How would you say the following utterances?

1. I did that yesterday. 2. I did that a month ago. 3. Who brought it (*lo*) to you? 4. Who brought it to her? 5. Who brought it (*la*) to them? 6. Did you bring it to him today or yesterday? 7. Did you say *so* (i.e. 'it')? 8. Did you tell him so? 9. When did you tell him so? 10. I told him *about it* (i.e. 'so') this morning.

11. Did you bring the book to Nora? (Don't forget to use *le-*.) 12. Did you bring it to Nora? (Don't forget to use *se-*.) 13. Did you send your car to José? 14. Did you send it to José? 15. Yes, I sent it to him yesterday.

16. What happened? 17. What happened to him? 18. What happened to José? 19. What happened to Sánchez? Did he fall off the couch? 20. Did he fall off the table? 21. When did he fall (or, fall off)? Did he fall 'right this minute'? 22. When did he get up? Did he get up this very minute? 23. When did they get up? A moment ago? 24. I'm going to get up (levantarme) later tomorrow. 25. Do you know if José is going to get up late also?

Part 2. (Each of the following sentences contains one and only one error. Rewrite each sentence correctly.)

1. Me-dijo José quiere ir con nosotros.

2. Voy a-estudiar lo más que puedo.

3. Mandé dos sillas al profesor.

4. José habló conmigo después hablar con ella.

5. El profesor quiere que nosotros se-levantemos temprano.

6. Por eso lo-dije a-José.

7. ¿Habla español? Sí, a-mí gusta mucho.

8. ¿Cuándo levantaron? ¿Hace mucho tiempo?

9. Sí, señor. Gómez me-mandó todo que le-dije.

10. Por favor, ¿qué es que Ud. quiere?

Part 3. (Be prepared to produce some sort of answer to these questions concerning your own life or your own opinions.)

1. ¿Cuáles lecciones estudió la semana pasada?
2. ¿Estudió mucho o poco?
3. ¿Cuáles lecciones va a-estudiar la semana próxima?
4. ¿Cómo se-dice: 'la semana próxima' o 'la próxima semana'?
5. ¿Cómo le-dice Ud. en español a un amigo 'as much as I can'?
6. ¿Ud. quiere que terminemos esta-clase mañana?
7. ¿Ud. nació en los Estados Unidos? ¿En qué parte?
8. ¿Dónde va a-vivir después de terminar su-estudio de español?
9. ¿Dónde va a-trabajar la próxima semana?
10. ¿Dónde va a-trabajar el año próximo?
11. ¿A-dónde fue ayer?
12. ¿A-dónde piensa ir la próxima semana?
13. ¿Cuántas semanas hace que usted llegó aquí?
14. ¿A cuál país va? ¿Cuándo supo esto?
15. ¿Cuánto tiempo va a-quedarse en ese-país?

Part 4. (Be prepared to be engaged by your instructor in the following conversations):

A: What did you do?
--I gave her my book.
When did you give it to her?
--I have just given it to her.

B: Did you send (-mandó) it to them?
--Yes, I sent it to them.
Why did you send it to them?
--Because I had to send it to them.

C: Do you know if José sent those letters?

--Which ones?

The ones we wrote yesterday.

--Oh, yes. He sent them yesterday.

To whom did he send them? Did he send them to Sânchez?

--I'm not sure. But I think he was going to send them to him.

When?

--I said that he sent them to him yesterday.

Okay. Thanks.

END OF UNIT 23

UNIT 24

INTRODUCTION

Part 1.

1. ¿Cómo se-dice José brought it to me?

(José me-lo-trajo.)

2. ¿Cómo se-dice José told me so?

(José me-lo-dijo.)

3. Diga en español María sent it to him.

(María se-lo-mandó.)

4. Diga en español María sent it to me.

(María me-lo-mandó.)

5. ¿Cómo se-dice ...I want...?

(...quiero...)

6. ¿Cómo se-dice I want you to send it to me?

    1. Ouiero que mándemelo?
    2. Quiero que me-lo-mande?

(2)

7. Muy bien. Ahora diga I want José to send it to me.

(Quiero que José me-lo-mande.)

8. Y ahora diga I want José to send it to him.

(Quiero que José se-lo-mande.)

9. Diga ahora José wants me to send it to him.

(José quiere que se-lo-mande, o
José quiere que yo se-lo-mande.)

10. ¿Cuál quiere decir José wants ME to send it to him?

    1. José quiere que se-lo-mande.
    2. José quiere que yo se-lo-mande.

(2)

Part 2. Hay.

11. What does hay appear to mean in the following sentence?

Hay tres estudiantes aquí.
'There are three students here.'

('There are...')

12. What does hay appear to mean in this sentence?

Hay cinco sillas en la clase.
'There are five chairs in the class.'

('There are...')

13. Say 'There are five students in the class.'

(Hay cinco estudiantes en la clase.)

14. Is the h in hija, or ahora, or hizo pronounced?

(No.)

15. Is the h in hoy pronounced?

(No.)

16. Is the h in hay pronounced?

(No.)

17. If pronounced correctly, hay should rhyme with the English word 'sigh' or 'sky'. Of course, to approximate native Spanish your lips should be drawn back slightly.

18. Now say 'There are two in my class.'

(Hay dos en mi-clase.)

19. Quite often, instead of saying distinctly 'there are' we say less formally 'there're'. Spanish still says hay.

20. A large number of speakers of English do not differentiate between 'there're' and 'they're' in informal speech. In fact, 'their' also sounds the same.

21. Even though they may be pronounced the same, their grammatical function is different.

22. For example, which of the following two means 'They are in his office'?

a. Están en su-oficina.

b. Hay en su-oficina.

(a.)

23. As another example, which is the correct translation of Hay dos americanas en mi-clase?

a. They're two American girls in my class.

b. There're two American girls in my class.

(b.)

24. 'They're' ('they are') is (Ellos) están.... or (Ellos) son..., but 'There're' ('there are') is: ?

(Hay...)

25. Say 'There're fourteen here.

(Hay catorce aquí.)

26. Ask this question in Spanish:
'Are there fourteen here?'

(¿Hay catorce aquí?)

27. Ask this one: 'Are there eleven or are there twelve?'

(¿Hay once o hay doce?)

28. Make a guess with this one:
'There aren't eleven, but (rather) twelve.'

(No hay once, sino doce.)

29. Try this one: 'There aren't Colombians in my class.'

(No hay colombianos en mi-clase.)

30. Try this one: 'Arent't there Colombians in your class?'

(¿No hay colombianos en su-clase?)

Part 3.

31. What does hay appear to mean in the following sentence?

Hay una silla en mi-oficina.
'There is a chair in my office.'

('There is...')

32. What does hay appear to mean in this sentence?

¿Hay una mesa en su-oficina?
'Is there a table in your office?'

('Is there...')

33. As you have observed, hay has two meanings in English: 'there are' and ' ? '.

('there is')

34. Say 'There is a sentence...'

(Hay una frase...)

35. Say 'There is a word that I don't understand.'

(Hay una palabra que no entiendo.)

36. If algo means 'something' (Unit 13), how would you say 'Is there something that you didn't understand?'

(¿Hay algo que usted no entendió?)

37. Ask 'Is there something easy in this lesson?'

(¿Hay algo fácil en esta-lección?)

38. Ask 'Isn't there something easy in this lesson?'

(¿No hay algo fácil en esta-lección?)

39. Say 'There's a student in my office...'

(Hay un estudiante en mi-oficina...)

40. Now say the complete phrase: 'There's a student in my office who wants to talk with you.'

(Hay un estudiante en mi-oficina que quiere hablar con usted.)

Part 4. Double negative.

41. The opposite of 'something' is 'nothing'. In Spanish, the opposite of algo is nada. (The d in nada is 'soft' as in casada, quedarse, etc.)

42. Though it may be all right at times to say in English 'I don't know nothing', in more formal situations this "double negative" usage is rejected in favor of 'I don't know anything' or 'I know nothing.' In Spanish, the double negative is the appropriate construction.

43. Therefore, if you wanted to say 'I don't know anything', you would say: ?

(No sé nada.)

44. In fact, the word 'any' and its composites 'anybody', 'anything', 'anywhere', etc. do not exist in Spanish. Therefore, the Spanish for 'There aren't any Colombians in my class' is:

No hay colombianos en mi-clase.

45. And 'I don't know anything' is 'I don't know nothing':

No sé nada.

46. Say 'I didn't send anything.'

(No mandé nada.)

47. Say 'We didn't write anything.'

(No escribimos nada.)

48. And 'We didn't say anything.'

(No dijimos nada.)

49. And 'He didn't send me anything.'

(No me-mandó nada.)

50. And finally, 'I don't want to send him anything.'

(No quiero mandarle nada.)

(If you made any errors between numbers 46 and 50, it would be advisable to review quickly 46-50 before going on.)

51. A negation in Spanish is admissible if the verb has a negative word in front of it. If there is no negative word (any negative word) in front of the verb, the sentence is not real and, therefore, not admissible.

52. Which of the following are admissible (i.e. 'real')?

a. Sé nada.

b. No sé nada.

c. Nada sé.

(b. and c.)

53. If Nada sé is admissible, does it mean something different from No sé nada?

(Not much; both translate either as 'I know nothing' or 'I don't know anything.')

54. Is this sentence admissible?

Escribimos nada.

(No.)

55. How would you change the sentence in number 54 to a real one?

(Either No escribimos nada or Nada escribimos.)

56. Change the following sentence to an admissible one:
Me-mandó nada.

(Either No me-mandó nada or Nada me-mandó.)

57. Say this in Spanish two ways: 'He didn't ask me anything.'

(No me-preguntó nada or Nada me-preguntó.)

58. Say 'I'm not going to say anything' two ways.

(No voy a-decir nada or Nada voy a-decir.)

59. Say 'I don't want to tell them anything' two ways.

(No quiero decirles nada or Nada quiero decirles.)

60. Say 'I can't tell them anything' two ways.

(No les-puedo decir nada or Nada les-puedo decir.)
(Or: No puedo decirles nada. Nada puedo decirles.)

Part 5.

61. The word 'always' is siempre. Its opposite 'never' is nunca.
Say 'He always wants to leave early.'

(Siempre quiere salir temprano.)

62. Change the sentence in 61 to the negative two different ways.

(No quiere salir temprano nunca or Nunca quiere salir temprano.)

63. Say 'José always has to leave early.'

(José siempre tiene que-salir temprano.)

64. Change the above sentence to the negative two different ways.

(José nunca tiene que-salir temprano or José no tiene que-salir temprano nunca.)

65. The word siempre may occur in almost any location in a sentence, but it is usually placed in front of the verb (see #61 and #63). With this in mind, say 'There is always a good student in my classes.'

(Siempre hay un estudiante bueno en mis-clases.)

66. Without using the Spanish word No, say 'There never is a good student in my classes.'

(Nunca hay un estudiante bueno en mis-clases.)

67. Say 'There are always problems.'

(Siempre hay problemas.)

68. Say 'No, there aren't any problems.'

(No, no hay problemas.)

69. Now say 'No, there never are any problems.)

(No, nunca hay problemas or, No, no hay problemas nunca.)

70. And finally, say 'Aren't there ever any problems here?'

(¿No hay nunca problemas aquí? or ¿Nunca hay problemas aquí?)

DIALOG

Review.

New Material.

Jones

cambiar	'changing' n.f.
¿...cambiaron...?	Did they change...?
¿Le-cambiaron...?	Did they change on you...?
¡Oiga, Bill! Le-cambiaron su-instructor?	Hey, Bill! Did they change your instructor on you?

Bill

Sí. Hoy tuvimos al señor Hernández.	Yes. Today we had Mr. Hernández.

Jones

¿Ah, sí? ¿Cómo es?	Really? What's he like?

Bill

todavía	still; yet
Pues, todavía no sé. Es muy pronto.	Well, I don't know yet. It's too soon.

Jones

por lo menos	at least
Pues, por lo menos,	Well, at least,
parecer	n.f. of 'seem'
¿qué le-pareció?	how did he strike you?

Bill

Creo que va a-ser muy bueno.	I think he's going to be very good.

como	as
Como Ud. sabe,	As you know,
fama tiene fama de ser bueno	fame he has fame, a reputation of being good
tiene fama de ser bueno.	he has a reputation of being good.
¿Y el suyo?	And yours?

Observations

and

Practice

1. More practice with ...lo-que...

In Unit 21 you worked with lo-que in the meaning of:

a. Non-interrogative 'what':

No entiendo lo-que dijo.
'I don't understand what he said.'

b. 'that' in 'What is it that...?'

¿Qué es lo-que él quiere?
'What is it that he wants?'

c. 'that' in ...all that (we)...'

Quiere todo lo-que tenemos.
'He wants all that we have.'

Practice 1.

Which of the following sentences use lo-que? (Answers follow this practice.)

1. What is it that you want?
2. Is this what you want?
3. I think that he's here.
4. What's that?
5. I don't know what he said.
6. What I don't know is 'when'.
7. I want to send him all that we have here.
8. Did José say that?
9. He didn't tell me when he was going.
10. I told them what you told me.

(answer: lo-que appears in 1, 2, 5, 6, 7, 10)

Practice 2. (Recorded)

The sentences of Practice 1 appear in this Practice. Be prepared to say these sentences with fluency.

2. More practice with two clitics.

Practice 3. (Recorded)

You will hear the following questions addressed to you by a friend. Answer Sí,...... Be sure you work this practice often enough until you can produce the answer before the voice on the tape does. In this series, try to keep in mind that the first clitic stands for 'people', and that the second one stands for 'things'.

1. (Do you want me to bring to you?)
2. (Do you want me to send it to you?)
3. (Do you want me to write it for you?)
4. (Do you want me to defend it for you?)
5. (Do you want me to recommend it to you?)
6. (Do you want me to sell it for you?)
7. (Do you want me to receive it for you?)
8. (Do you want me to change it for you?)
9. (Do you want me to open it for you?)
10. (Do you want me to give it to you?)

Practice 4. (Recorded)

Similar questions will be asked again with one important difference. The part occupied by 'it' will be specified as a noun. Your answer will be similar, but you will now have to differentiate between masculine and feminine as well as plural and singular.

Work this exercise often enough until you can reply to the questions in a fluent, natural manner.

Practice 5. (Recorded)

This is in effect a continuation of the previous practice.

Practice 6. (Recorded)

You will now hear your boss ask you some questions. Reply affirmatively, and specify that you did it 'yesterday afternoon' (i.e. ayer por la tarde). Use two clitics in your reply.

Example:

Your boss: ¿Ud. me-mandó esa-carta?

You: Sí, se-la-mandé ayer por la tarde.

3. Caerse.

Caerse, like levantarse and quedarse, is a reflexive verb. This means that me-, nos-, or se- will be used with any form of this verb, as in:

El niño se-cayó del sofá.	(Unit 11)
and	
Me-caí de una bicicleta.	'I fell off a bike.'
Nos-caímos.	'We fell(down).'
Se-cayeron.	'They fell(down).'

4. *Dropping something.*

The closest idea to 'dropping' is expressed in Spanish with *caerse* PLUS -*me*-, -*nos*-, -*le*-, or -*les*-. As with *gustar*, -*me*-, -*nos*-, -*le*- or -*les*- represents the person who drops something. The 'formula' is

se + ? + *caer*

with '?' representing the person doing the dropping.

5. *Differentiating 'falling' from 'dropping'.*

Until such time as the meaning and the usage of these two verbs become automatic for you, the easiest identification of the difference is simply that one of them has only *one* clitic, the other has *two*.

'Falling down' is the one with one clitic. It is also the one in which the verb reflects who is falling down:

Me-caí.	'I fell(down)'
Nos-caímos.	'We fell(down).
Etc.	

'Dropping' is the one with two clitics. As with *gustar*, the verb agrees with how many things are dropped, not with who does the dropping:

Se-me-cayó el libro.	'I dropped the book.'
Se-me-cayeron los libros.	'I dropped the books.'

And, as with *gustar*, the name of the person who drops something is prefixed by *a*-:

A-José y a-María se-les-cayó el libro.
'José and María dropped the book.'

A-José y a-mí se-nos-cayó el libro.
'José and I dropped the book.'

Practice 7. (Recorded)

Listen to a series of sentences with the objective of identifying which mean 'falling' and which involve 'dropping' something. All of these sentences involve vocabulary that is unknown to you at this time; therefore, do not worry about meaning. Simply listen to the verb: if it has one clitic, it means 'falling'; if it has two clitics, it means 'dropping'.

After each number below, write 'f' for 'falling' or 'd' for 'dropping'. Correct answers are listed after the exercise.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

(Answers: 'falling' occurs in 1, 5, 6, 7, 9, 11, 13, and 14. The others are 'dropping' something.)

Practice 8.

Learn the meaning of the following. If in doubt, consult Practice 9.

1. (a) Se-me-cayó el libro.
   (b) Se-me-cayeron los libros.

2. (a) A-José se-le-cayó la silla.
   (b) A-María se-le-cayeron las sillas.

3. (a) Se-me-cayó algo importante.
   (b) Se-nos-cayó algo importante.
   (c) Se-les-cayó algo importante.

4. (a) Esta mañana me-caí en la sala de clase.
   (b) Esta mañana se-cayó en la sala de clase.
   (c) Esta mañana nos-caímos en la sala de clase.
   (d) Esta mañana se-cayeron en la sala de clase.

5. (a) José se-cayó esta mañana.
   (b) A-José se-le-cayó el libro.

6. (a) Yo me-caí hoy.
   (b) A-mí se-me-cayó el libro.
   (c) A-ella se-le-cayó el libro.
   (d) ¿A-quién se-le-cayó el libro? ¿A-ella?

Practice 9.

These are the English equivalents of the sentences of Practice 8. Learn to say these in Spanish without having to refer to Practice 8.

1. (a) I dropped the book.
   (b) I dropped the books.

2. (a) José dropped the chair.
   (b) María dropped the chairs.

3. (a) I dropped something important.
   (b) We dropped something important.
   (c) They dropped something important.

4. (a) This morning I fell down in the classroom.
   (b) This morning he fell down in the classroom.
   (c) This morning we fell down in the classroom.
   (d) This morning they fell down in the classroom.

5. (a) José fell down this morning.
   (b) José dropped the book.

6. (a) I fell down today. (Emphasis on 'I'.)
   (b) I dropped the book. (Emphasis on 'I'.)
   (c) She (emphasis or clarification) dropped the book.
   (d) Who dropped the book? She (did)?

VARIATIONS

Part 1.

Practice 10. (Recorded)

The following sentences have been taken from the dialog. After each one, you will hear several which are similar to the model. Listen carefully, and if in doubt, consult Practice 11.

a. Modelo: ¿Le cambiaron su-instructor?

b. Modelo: ¿Ah, sí? ¿Cómo es?

c. Modelo: Pues, todavía no sé.

d. Modelo: ¿Qué le-pareció?

e. Modelo: Creo que va a-ser muy bueno.

f. Modelo: Tiene fama de ser bueno.

Practice 11.

These are the same sentences of Practice 10. Practice saying these in Spanish.

a. Model: 'Did they change your instructor on you?

1. Did they change your car for you? (or, 'on you?')
2. Did they change your class on you? (or, 'for you?')
3. Yes, they changed my class for me. (or, 'on me'.)
4. Yes, they changed my car on me. (or, 'for me'.)
5. They changed the classroom for us. (or, 'on us'.)
6. They change the teacher for us. (or, 'on us'.)

b. Model: Really? What's he like?

1. What's he like? Is he tall?
2. What's the instructor like? Good?
3. What's the secretary like? Pretty?
4. What's Carlos' friend like? Intelligent?
5. What's Unit 12 like? Difficult or easy?

c. Model: Well, I don't know yet.

1. Well, I don't understand yet.
2. Well, I don't understand the lesson yet.
3. Well, I can't talk yet.
4. Well, I can't speak Spanish yet.
5. Well, I can't speak much yet.
6. Well, I don't know how to speak much yet.
7. Well, I don't know how to speak well yet.

d. Model: How did he strike you?

1. How did the secretary strike you?
2. How did the book strike you? (i.e. What did you think of the book?)
3. How did this lesson strike you? (i.e. What did you think of this lesson?)
4. This lesson struck José as difficult. (i.e. This lesson seemed difficult to José.)
5. But to Nora, this lesson seemed easy. (i.e. This lesson struck her as being easy.)

e. Model: I think he's going to be very good.

1. I think this lesson is going to be very important. (Did you remember to use que in creo que...?
2. I believe (i.e. 'I think') that this building is going to be very big.
3. I think this lesson is going to be very easy.
4. I think José is going to be a good student.
5. I believe María is going to be a very good teacher.

f. Model: He has a reputation of being good.

1. María has a reputation of being pretty.
2. José has a reputation of being tall.
3. José has a reputation of being very intelligent.
4. José has a reputation of being a very good student.
5. Lesson twelve has a reputation of being difficult.
6. But this lesson has a reputation of being easy.

Part 2. Comprehension.

Listen to the following conversational exchanges between two persons. Be sure to let your instructor know of anything you are not sure of.

APPLICATIONS

Part 1.

How would you say the following utterances?

1. When did you find out that he was Colombian? 2. When did you find out that she was American? 3. Did you find it out this morning? 4. When did he find out that he was going to Chile? 5. When did you find out that you were going to Colombia?

6. How did this lesson strike you? 7. Did it strike you (i.e. Did it seem to you...) easy? 8. No, it seemed difficult to me. (or, 'It struck me difficult') 9. José (A-José...) thought it was easy, too. ('To José it seemed easy, too.') 10. But Nora thought it was difficult.

11. As you know, I dropped the cups (tazas). 12. When did you drop them? (¿Cuándo se-le-cayeron?) 13. I dropped them when I fell down. 14. Where did you fall? 15. I fell down in my office.

16. How many students are there in your class? 17. There are six in my class. 18. How many are there in yours (la suya)? 19. In mine (Did you use la?) there are four. 20. There is a Colombian in ours.

21. Who opened the door? 22. I did (i.e. 'I opened it'), didn't you see me? 23. Who brought José? 24. I did (i.e. 'I brought him'), didn't you see me? 25. Who fell down? 26. I did, didn't you see me?

Part 2.

Each of the following sentences contains one error. Rewrite each sentence correctly.

1. ¿Cuántos semanas hace que Ud. llegó?

____

2. Sí, José lo-me-mandó ayer.

____

3. Yo sé nada.

____

4. María se-cayó pero no se-la-cayó la taza.

____

5. Sí, se-le-cayó las tazas esta mañana.

____

6. Terminé estudiar en este mismo momento.

____

7. Por el menos, creo que va a-ser muy bueno.

____

8. Creo que es mucho pronto.

____

9. Puedo terminar nunca mis lecciones.

____

10. Mi profesor nuevo tiene fama ser muy bueno.

____

Part 3.

Be prepared to produce some sort of answer to these questions concerning your own life or your own opinions.

1. ¿Cuántos días hace que Ud. estudió la Unidad catorce?
2. ¿Cuáles Unidades estudió Ud. la semana pasada?
3. ¿Cuánto tiempo hace que Ud. está aquí estudiando español?
4. ¿Cuánto tiempo hace que Ud. llegó a Washington?
5. ¿Usted puede hablar mucho español?
6. ¿Su-esposa (o su-esposo, o su-amigo) está aquí estudiando español también?
7. ¿Hace mucho tiempo que Ud. estudió el concepto de masculino y femenino? ¿Cuánto tiempo hace?
8. ¿Es usted casado (casada)? ¿De dónde es su-esposa (esposo)? ¿De Texas?
9. ¿Usted se-cayó ayer? ¿Cuándo se-cayó? ¿Hace mucho o poco tiempo que se-cayó?
10. ¿A-usted se-le-cayó algo ayer? ¿No? ¿A-usted no se-le-cayó nada?
11. ¿Cuántos días hace que a-usted se-le-cayó algo?
12. ¿Hace mucho tiempo que Ud. nació?
13. ¿Hace mucho tiempo que Ud. estudió en la universidad?
14. ¿Ud. tiene fama de ser inteligente?
15. ¿Ud. quiere cambiar su-carro, o hace poco que lo-cambió?

Part 4.

Be prepared to be engaged by your instructor in the following conversations:

A: Hi, Jones! How're you doing?

--Fine! And you?

Very well!... Say, I want to ask (preguntar) you something.

--Fine, ask me!

How many Colombians are there in your class?

--In mine?

Yes, in yours.

--There aren't any Colombians in my class.
Are there any in yours?
Yes, there are two in mine.

B: Say, I understand(:) they have just (acaban de) changed your teacher on you.
--Yes, you're right. They changed him this morning.
What's the new teacher like?
--He's pretty good (bueno).
At least, he struck me(as) pretty good.
And yours?
Well, I think it's too soon. Next week I can tell you more.

C: Say, Jones! When do you plan to leave?
--Within two weeks.
Two weeks?! It's very soon.
--Yes! Two weeks more and I'm in Chile!
Are you going to finish studying before leaving?
--No, I can't. I'm going to have to finish after arriving in (a-) Chile

END OF UNIT 24

UNIT 25

INTRODUCTION

Part 1. Por.

1. The word for 'by' is por.
2. Say the underlined portion in Spanish.
   (The book was written) by Pardo Bazán.

(...por Pardo Bazán.)

3. The word for 'airplane' is avión.
   Say 'He's going to leave by plane.'

(Va a-salir por avión.)

4. Say 'I like to go by plane.'

(Me-gusta ir por avión.)

5. Pasar is the idea of 'passing' (and sometimes the idea of 'happening'.) Say 'He passed by my office this morning.'

(Pasó por mi-oficina esta-mañana.)

6. Say 'I passed by his apartment yesterday.'

(Pasé por su-apartamento ayer.)

7. Por is also used where English uses 'through'. Say '...through my apartment.'

(...por mi-apartamento.)

8. How would you say the underlined portion of this sentence?
   ('The inspector walked) through my apartment.'

(...por mi-apartamento.)

9. As you are beginning to suspect, and correctly so, Spanish does not clearly differentiate between 'by' and 'through'. Thus, '...by my apartament' and '...through my apartment' are both ______________.

(...por mi-apartamento.)

10. Of course, the context in which you would say ...por mi-apartamento would define wether the meaning is 'by' or 'through'.

11. Viajar is the n.f. of the idea of traveling. What does this mean? El año pasado viajé por Méjico.

('Last year I traveled through Mexico.')

12. Compasión is 'compassion'. What does this mean? Lo-hizo por compasión.

('He did it through compassion.')

13. What does this mean? Lo-mandé por avión.

('I sent it by plane.')

14. Mar is 'sea'. What does this mean? Sánchez viajó por mar.

('Sanchez traveled by sea.')

15. Amor is 'love' and Dios is 'God'. What does this mean? Hernández lo-hizo por el amor a Dios.

('H. did it through the love of God.')

16. Tren is 'train'. What does this mean? Viajé a-Washington por tren.

('I traveled to Washington by train.')

17. Por is also used where English says 'on account of', 'because of'. For example, in Unit 22 you learned por eso as 'that's why' or 'for that reason'. The truth of the matter is that Spanish is saying 'because of that' or '___ ______of that'.

(on account)

18. Say 'That's why I don't want to go.'

(Por eso no quiero ir.)

19. Say 'He didn't do it because of that.'

(No lo-hizo por eso.)

20. Say 'That's why he didn't go.'

(Por eso no fue.)

21. Say 'On account of that, Nora didn't go to the party.'

(Por eso Nora no fue a la fiesta.)

22. 'Weather' is el tiempo. Say 'Sánchez can't leave now on account of the weather.'

(Sánchez no puede salir ahora por el tiempo.)

23. There is very little difference in meaning in English between 'doing something because of pity' or 'on account of pity', or 'out of pity' or even 'through pity'. Spanish says all of these with ______.

(por)

24. Say 'Do you want to pass by his office now?'

(¿Quiere pasar por su-oficina ahora?)

25. How would you say 'Nora didn't go to the party because of her dad'?

(Nora no fue a la fiesta por su-papá.)

26. How would you say 'On account of not studying, Bill doesn't know today's lesson'?

(Por no estudiar, Bill no sabe la lección de-hoy.)

27. Say 'Bill didn't understand anything.'

(Bill no entendió nada.)

28. Say 'Bill didn't understand anything on account of not being here yesterday.'

(Bill no entendió nada por no estar aquí ayer.)

Part 2. Para

29. Except as noted later on, para is used where English uses 'for'.Say 'This book is for Bill.'

(Este-libro es para Bill.)

30. Say 'Please prepare the next lesson for tomorrow.'

(Por favor, preparen la próxima lección para mañana.)

31. Say 'When did they leave for Chile?'

(¿Cuándo salieron para Chile

32. Say 'For when did you say? For today?'

(¿Para cuándo dijo usted? ¿Para hoy?)

33. Say 'No, not for tomorrow; for next week.'

(No, para mañana no; para la próxima semana.)

34. Say 'No, not for Bill; for Nora.'

(No, para Bill no; para Nora.)

35. Say 'No, not for him; for me.'

(No, para él no; para mí.)

36. Say 'Is this book for me?'

(¿Este-libro es para mí?)

37. Para will also appear before the n.f. of verbs. In such cases it means 'in order to' as in:
'Bill quiere estudiar mucho para hablar mucho.'

38. How would you say 'In order to speak Spanish...'?

(Para hablar español...)

39. How would you say 'In order to arrive early...?

(Para llegar temprano...)

40. Say 'I'm going to study more in order to know more.'

(Voy a-estudiar más para saber más.)

41. Say 'In order to learn more, you have to study more.'

(Para aprender más, Ud. tiene que estudiar más.)

Part 3. Por/Para

42. Under three circumstances, para conflicts with por. These circumstances are easy to describe, but they are not as easy to remember. You must remember these, or your Spanish will sound awkward.

43. Whenever for is followed by a period of time indicating for how long something goes on, use por (not para).
Say 'for three minutes'.

(por tres minutos)

44. Say 'I studied Spanish for four months.'

(Estudié español por cuatro meses.)

45. Say 'for a long time' (i.e. 'for much time')

(por mucho tiempo)

46. Say 'I spoke Spanish for six years.'

(Hablé español por seis años.)

47. When indicating in exchange for use por (not para). How would you say the underlined part of the following sentence?
('I'll give you this one) for that one.'

(...por ése.)

48. How would you say this one?
('He sent me this one) for that one.'

(...por ése.)

49. Before going into the third circumstance, check the following exercise to see if you are positive that you understand the difference thus far. Remember, use para for 'for' except:

1. ...with expressions indicating how long,
2. ...and in the meaning of 'in exchange for.'

Use por in the last two circumstances.

Indicate whether para or por would be used in the following sentences. (Do not bother to translate these sentences now.)

1. This is for our use (i.e. 'for us'.)

(para)

2. For when do you want this?

(para)

3. For tomorrow?

(para)

4. We stayed there for three weeks.

(por)

5. It's a present for my daughter.

(para)

6. It's not for you; it's for me.

(para)

7. He gave me this one for that one.

(por)

8. For that reason (i.e. 'on account of that').... I didn't go.

(por...)

9. He left for Guatemala this morning.

(para)

10. He never studied for more than three hours.

(por)

11. He was here for a long time.

(por)

12. Nobody knew anything for six hours.

(por)

50. The third circumstance involves the use of for meaning 'in the place of X ' and 'for the sake of X '.

51. There is a difference in meaning between the following two sentences:

a) Lo-preparé por Jones.
b) Lo-preparé para Jones.

52. ...por Jones means that you took his place and prepared it.

...para Jones means that, whatever you prepared, you are going to give it to him.

53. If Bill's wife bakes a cake for their son on his birthday, would you use por su-hijo or para su-hijo?

(para...)

54. However if Bill's wife is ill, and Bill finds it necessary to bake their son's cake for her, would you use para ella or por ella?

(por...)

55. In the preceding case, Bill baked a cake para su-hijo, but he did so por su-esposa, that is, in the place of his wife, or in behalf of his wife.

56. Trabajar is the n.f. of the idea of working. If you wanted to say that you worked for your boss, Mr. Smith, which would you say?

a. Trabajé para el señor Smith.

b. Trabajé por el señor Smith.

(a.)

57. Suppose your boss was absent yesterday and that you worked for him, that is in his place, yesterday. Which would you say, por or para el señor Smith?

(por)

58. If you sat down at a typewriter and wrote a letter 'para Bill', does this mean that you were writing it in place of Bill?

(No. '...para Bill' indicates that you were writing a letter to be sent to Bill.)

59. How would you indicate that you were writing the letter in place of Bill?

(Use 'por Bill'.)

60. If Jones is ill, and you have to replace him at his desk, do you work 'para Jones' or 'por Jones'?

(por Jones)

61. Sometimes you will want to translate por X as 'for the sake of X' or 'in behalf of X' instead of 'in place of X', as in José lo-hizo por su-mamá.

62. If patria means 'fatherland', what would be the most appropriate translation for the following?
Hernández lo-hizo por su-patria.

(Hernandez did it for the sake of his fatherland.)

63. How would you say 'He did it for her sake'?

(Lo-hizo por ella.)

64. And how would you say 'He did it in her place'?

(Same as 63.)

65. And how would you say 'He made it for her' (i.e. for her benefit)?

(Lo-hizo para ella.)

66. Say 'He left for Chile.'

(Salió para Chile.)

67. For some reason, English speakers will often use por where they should use para. (This might be because of the resemblance of por to 'for'.) When in doubt, it is recommendable for you to use para . This will increase the semblance of accuracy in your speech, especially if you learn to master the following uses of por for 'for':

a. ...in phrases indicating for how long;

b. ...in phrases indicating 'in place of' or 'for the sake of';

c. ...in phrases expressing the idea of 'in exchange for'.

68. Check your accuracy.
The following sentences are translated into Spanish. The space to be occupied by por or para is left in blank. Select which one would be used, and then check your choice.

If you are not correct every time, perhaps you should plan to review this Introduction at your earliest convenience.

1. 'I intend to work more tomorrow afternoon.'
Pienso trabajar más mañana _____ la tarde.

(por)

2. 'This letter is for me.'
Esta-carta es _____ mí.

(para)

3. 'He passed by my office this morning.'
Pasó _____ mi-oficina esta-mañana.

(por)

4. 'They stayed in Mexico for six weeks.'
Se-quedaron en México _____ seis semanas.

(por)

5. 'I passed by the park.'
Pasé _____ el parque.

(por)

6. 'I drove through the park.'
Manejé _____ el parque.

(por)

7. 'Prepare Lesson 6 for tomorrow.'
Prepare la Lección 6 _____ mañana.

(para)

8. 'I wrote the report for (in place of) Bill.'
Escribí el informe _____ Bill.

(por)

9. 'I intend to go by way of Caracas.'
Pienso ir _____ Caracas.

(por)

10. 'We plan to leave for Caracas tomorrow.'
Pensamos salir _____ Caracas mañana.

(para)

11. 'José didn't go to Peru because of his dad.'
José no fue al Perú _____ su-papá.

(por)

12. 'In order to be a good friend.'
_____ ser un buen amigo.

(para)

13. 'I baked this cake for my son for his birthday.'
Hice esta-torta _____ mi-hijo _____ su-cumpleaños.

(para; para)

14. 'That's why I don't know anything.'
_____ eso no sé nada.

(por)

15. 'For when do you want this?'
¿ _____ cuándo quiere esto?

(para)

DIALOG

Review.

New Material.

(En el diálogo de la Unidad 24, Bill y Jones están hablando del nuevo profesor de Bill, y Bill acaba de-preguntarle a-Jones 'Y, ¿el suyo?'. Esta-conversación continúa abajo ('below').)

Jones	
malo	bad
El mío no es malo tampoco.	Mine isn't bad either.
Bill	
¿No es la señora Martínez?	Isn't it Mrs. Martínez?
Jones	
Precisamente. ¿La-conoce?	Exactly. Do you know her?
Bill	
Sí. La clase mía la-tuvo hace un mes.	Yes. My class had her a month ago.
Jones	
¿Y...?	And...?
Bill	
aconsejar	n.f. of 'advising, counseling'
le-aconsejo	I advise you
Pues, le-aconsejo que estudie mucho.	Well, I advise you to study a lot.
Jones	
¡No me diga!	You don't say!
Ud. quiere decir	you mean
exigente	demanding
Ud. quiere decir que es exigente, ¿verdad?	You mean she's hard, don't you.

Bill

exigentísimo	very demanding
¡Ya lo-creo! ¡Exigentísima!	I should say so! Very hard!

Observations

and

Practice

1. More on word order.

A. In Unit 20 you learned that 'Not I.' (or, 'Not me.') is Yo no. How would you say 'Not us'? Make a guess.

(Nosotros no.)

It would be the same with 'Not you.' or 'Not him.', and so forth: Usted no, él no. Similarly, 'not today' would be Hoy no, and so on.

B. English and Spanish share equal word order in questions that begin with an interrogative word, as in:

¿Dónde está José?
'Where is José?'

However, when such a question is imbedded in another sentence, English changes but Spanish remains unchanged. Thus, English will say '...where Joe is.', but Spanish will say ...dónde está José.
Observe:

'I don't know where Joe is.'
No sé dónde está José.

'Do you know when Ana arrived?'
¿Sabe Ud. cuándo llegó Ana?

This arrangement is observed --though not as rigidly-- even in those clauses where the interrogative word is a relator instead of an interrogative, as in these pairs:

'We want to eat where Washington ate.'
Queremos comer donde comió Washington.

'Gómez left when José left.'
Gómez salió cuando salió José.

Practice 1. (Recorded)

You will hear the following questions addressed to you. Produce an answer starting with No sé..., and keep the Spanish word order unchanged. (If you are doubtful about the meaning of any, consult Practice 2.)

Example:

Question: ¿Dónde está José?

Answer: No sé dónde está José.

1. ¿Dónde está José?
2. ¿Quién es ese-señor?
3. ¿Dónde lo-cambió Hernández?
4. ¿Dónde la-vió José?
5. ¿Cuándo fue María?
6. ¿Cuándo salió María?
7. ¿Cuándo se-cayó José?
8. ¿Cuándo se-le-cayó el libro a-Nora?
9. ¿Dónde se-le-cayó el libro a-Nora?
10. ¿Dónde cambió Gómez el carro?
11. ¿Dónde vió José a-Alicia?
12. ¿Cuándo la-vió José?
13. ¿Cuánto tiempo estudió María?
14. ¿Cuántos años estudió aquí su-papá?
15. ¿Cuántas horas estudió su-hija?

Practice 2.

Practice saying the following sentences in Spanish. (If in doubt, listen to the answers given in Practice 1. These are the same sentences as those answers of Practice 1.) Be sure to use the proper Spanish word order.

1. I don't know where José is.
2. I don't know who that man is.
3. I don't know where Hernández changed it.
4. I don't know where José saw her.
5. I don't know when María went.
6. I don't know when María left.
7. I don't know when José fell down.
8. I don't know when Nora dropped the book.
9. I don't know where Nora dropped the book.
10. I don't know where Gómez changed the car.
11. I don't know where José saw Alicia.
12. I don't know when José saw her.
13. I don't know how long (how much time) María studied.
14. I don't know how many years my father studied here.
15. I don't know how many hours my daughter studied.

2. Spanish usage of '-ing'.

A. As you have begun to observe in a few isolated sentences, Spanish has a form that strongly resembles English '-ing'.

-ar verbs use -ando for '-ing':

preguntar ....preguntando 'asking'

-er and -ir verbs use -iendo:

comer .... comiendo 'eating'
escribir .... escribiendo 'writing'

Practice 3. (Recorded)

You will hear a series of verbs in their n.f. Convert them to their '-ing' form before you hear the correct conversion on the tape.

Practice 4. (Recorded)

You will hear a question and its answer. The question will always be ¿Dónde está (José)? Learn what the answer means. Any new words used in the answer appear below:

2.	cocina	'kitchen'
	cocinar	n.f. 'cooking'
4.	aprender	n.f. 'learning'
6.	hermano	'brother'
	garage	'garage'
	reparar	n.f. 'repairing'
7.	sala	'living room'
8.	tío	'uncle'
	portugués	'Portuguese'
9.	tía	'aunt'
	ayudar	n.f. 'helping'
10.	lingüista	'linguist'
	durmiendo	'sleeping'

Practice 5. (Recorded)

Look-say-listen. Get each one of the following thoughts said in Spanish before you hear the correct version on the tape.

Be prepared to tell your teacher:

1. ...that you're in your office writing a letter.
2. ...that you're in the kitchen cooking.
3. ...that Nora is also in the kitchen cooking.
4. ...that you're in the class learning Spanish.
5. ...that your father is in his office speaking with a friend.
6. ...that your brother is in the garage fixing the car.
7. ...that your sister is in the living room speaking with her friends.
8. ...that your uncle is at his home studying Portuguese.
9. ...that your aunt is in the kitchen helping your mother. (Did you remember to use a- in front of mi-mamá?)

10. ...that you think your linguist is in his office sleeping. (Did you remember to use que in creo que...?)

B. The combination of estar plus the -ndo form is not used in Spanish except to portray actions which exist at the time one is speaking:

(estar) + -ndo = existing actions

Thus, Spanish does not say 'I'm speaking at the Club tomorrow.' What is said is

'I speak at the Club tomorrow.'
Hablo en el Club mañana.

The above clarifies why the phrase 'I am going...' is always expressed in Spanish as Voy...: one normally employs 'I am going...' to refer to the future, not to existing actions. For example:

'I am going tonight.'
Voy esta-noche.

'I am going to finish early.'
Voy a-terminar temprano.

3. More on commands.

In the dialog of this Unit you learned Pues, le-aconsejo que estudie mucho ('Well, I advise you to study a lot.'). We hope you recognized estudie as the command form.

Advising someone to do something is also in the category of commands. Therefore:

'Le-aconsejo que (command form)'

Similarly, 'It's necessary for you to________' is classifiable also in the category of commands. As in the case of the verb querer you can find two constructions:

1. (a) Quiero ir. 'I want to go.'
(b) Es necesario ir. 'It's necessary to go.'

2. (a) Quiero que Ud. vaya. 'I want you to go.'
(b) Es necesario que Ud. vaya. 'It's necessary for you to go.'

In summary, the command form is found in direct commands as well as in the following softened commands:

(1) Quiero que ________.
(2) Le-aconsejo que ________.
(3) Es necesario que________.

and after (as in Unit 22)

(4) Ojalá que ________.

Practice 6. (Recorded)

This is a quick review of the correct verb endings in the command form. You will hear each of the following sentences, followed by a pause for you to respond, followed by the correct response.

Each of these means 'I want to go' (or, 'It's necessary to go'). Your response is to change this to 'I want you to go' (or, 'It's necessary for you to go'). Be sure you can make a correct response in the time and space alloted for you.

Group A. (Sentences with irregular verbs are marked "*".)

*1. Quiero ir.
2. Quiero abrir la puerta.
3. Quiero aprender español.
*4. Quiero ver (c.f.=vea) a-Sánchez.
5. Quiero escribir esta carta.
*6. Quiero entender esta-lección.
*7. Es necesario salir temprano.
*8. Es necesario ir mañana.
*9. Es necesario venir a mi-oficina.
*10. Es necesario hacer esto hoy.
*11. Es necesario defender a-Nora.
*12. Es necesario decir eso.
13. Es necesario vivir cerca de-aquí.

*14. Es necesario traerlos mañana.
15. Es necesario vender el carro hoy.

Group B.

1. Quiero estudiar más.
2. Quiero llevar el carro al garage.
3. Quiero preparar esta-lección.
4. Es necesario preguntarle eso a-Gómez.
5. Es necesario trabajar más.
6. Es necesario quedarse aquí.
7. Es necesario terminarlo temprano.
8. Es necesario levantarse a las seis.
9. Es necesario hablar con Hernández.
10. Es necesario cambiarlo hoy.
*11. Es necesario estar (esté) aquí a las ocho.

Practice 7. (Recorded)

This is the same kind of practice as the preceding one except that -ar and -er/-ir verbs are in a mixed order, and the front part of your response will change to 'Le-aconsejo que...'

For the sake of some realism in this drill, imagine that you are talking to someone, and that you are his superior. You are saying to him, 'It's necessary to stay here. I advise you to stay here.'

The instructor's voice will give you the first sentence. You are to respond by supplying the 'I advise you...' sentence.

Practice 8. (Recorded)

This is a continuation of Practice 7. Respond in exactly the same manner.

VARIATIONS

Part 1.

Practice 9. (Recorded)

The following sentences have been taken from the dialog. After each one, you will hear several which are similar to the model. Listen carefully, and if in doubt, consult Practice 10.

a. Modelo: El mío no es malo tampoco.

b. Modelo: Precisamente. ¿La-conoce?

c. Modelo: Quiere decir que es exigente, ¿verdad?

d. Modelo: ¡Ya lo-creo! ¡Exigentísima!

Practice 10.

These are the same sentences of Practice 9. Practice saying these in Spanish

a. Model: Mine isn't bad either.

1. Mine isn't good either.
2. Mine isn't big either.

*3. Mine (plural) are not bad either.

*4. Mine (") are not good either.

*5. Mine (") are not big either.

6. Mine (one) is not hard (demanding) either.

*7. Mine (plural) aren't hard either.

*8. Mine (") aren't important either.

*(Did you remember to use the plural forms malos, buenos, grandes, etc.?)

b. Model: Exactly. Do you know her?

1. Exactly. Do you know him?
2. " . Do you know them?
3. " . It's very important.
4. " . Whatever you say.
5. " . That's why I didn't go to class.

6. Exactly. I'm sure of that.
7. " . Only three weeks ago.
8. " . All the time.
9. " . It's only an exercise.
10. " . Didn't you see me?

c. Model: You mean she's hard, don't you.

1. You mean the teacher is hard (demanding), don't you.
2. You mean the (lady) teacher is hard, don't you.
3. You mean the teachers are hard, don't you.
4. You mean the exercises are hard (difficult), don't you.
5. You mean the lessons are hard (difficult), don't you.
6. You mean the teacher has a reputation of being hard, don't you.
7. You mean Mr. Hernández has a reputation of being hard, don't you.
8. You mean it's only an exercise, don't you.
9. You mean this very minute, don't you.
10. You mean in the Visa Section, don't you.

d. Model: I should say so! Very hard (demanding)!

1. I should say so! It's big, very big!
2. (This and the rest of these sentences refer to something masculine.) I should say so! Very important!
3. I should say so! I'm sure, very sure!
4. " ! I studied a lot, very much!
5. " ! Small, very small!
6. " ! It's easy, very easy!
7. " ! It's difficult, very difficult!
8. " ! It's famous, very famous!
9. " ! It's modern, very modern!
10. " ! It's complicated, very complicated!

Part 2. Comprehension.

Listen to the following conversational exchanges between two persons. Be sure to let your instructor know of anything you are not sure of.

APPLICATIONS

Part 1.

How would you say the following utterances?

1. José wants to send (*mandar*) it to me. 2. I don't want José to send it to me. 3. My son wants to sell it for me. 4. But I don't want my son to sell it for me. 5. Of course. My wife (husband) wants ME to go.

6.'Where are you?' -- 'I'm in the kitchen helping my aunt.' 7. 'Where's your uncle?'-- 'He's in the living room studying Portuguese.' 8. Are you helping your mother? (Did you remember to use *a-* before *su-mamá*? And how about *a-* before *mi-tía* in #6?) 9. Yes, I'm in the kitchen learning to cook. (*Aprender* is like *ir*: *aprender* ....*a-* ____________-r.) 10. I'm in the garage learning to fix the car.

11. When did the child fall down? 12. Where did Nora drop the book? 13. Nora dropped the book near the classroom. 14. Did you drop a book too? 15. No, I didn't drop anything.

16. I want you to see Sánchez now. 17. I advise you to see Sánchez this very minute. 18. It's necessary to tell him that. 19. It's necessary to tell that to Gómez. (Did you forget to use *-le* on *decirle*?) 20. It's necessary for you to tell Sánchez that.

21. I want to ask the teacher that. 22. I want you to ask the teacher that. 23. I want you to ask the teacher if we have to prepare all the exercises of this lesson for tomorrow. 24. I want you to tell your teacher that if he can't come to our house tonight, then we want (*queremos*) him to come see us (use *a-* before *ver*) tomorrow. 25. I advise you to study tonight's lesson well, because if not, then you are going to have many problems tomorrow.

(Note: the desired word order in #19, #20, & #21 is the placement of *eso* immediately after the verb, as in ...*preguntarle eso al profesor*.)

Part 2.

Each of the following sentences contains one error. Rewrite each sentence correctly.

1. Sí, fui a Miami para tren.

   ____

2. ¿Este-ejercicio es por mañana?

   ____

3. ¿Quién, la señora Martínez? ¡Es durísimo!

   ____

4. No sé cuándo Nora quiere salir.

   ____

5. Estamos en la cocina ayudar a mi-tía.

   ____

6. Mi-lingüista está en su-oficina durmando.

   ____

7. Le-aconsejo vaya hoy.

   ____

8. Es necesario que Ud. tráigalos mañana.

   ____

9. Le-aconsejo que Ud. venir a mi-oficina pronto.

   ____

10. Es necesario que ustedes se-levante más temprano.

    ____

Part 3.

Be prepared to produce some sort of answer to these questions concerning your own life.

1. ¿Cuándo vino Ud. a esta-escuela ('school')?
   ¿Hace mucho tiempo? ¿Dos semanas?

2. ¿Qué le-pareció esta-Unidad?

   ¿Fácil? ¿Difícil? ¿Dura? ¿Facilísima?

3. ¿Aprendió algo en esta-Unidad?

4. ¿Qué aprendió? ¿Puede Ud. decir en español lo que aprendió?

5. ¿Cómo es su-profesor? ¡Cuidado! (i.e. 'careful!')

   ¿Es bueno? ¿Es malo? ¿Es duro?
   Por favor, conteste con 'El mío (o, la mía)...'

6. ¿Su-profesor tiene fama de algo?

7. ¿Dónde está Ud.? ¿Está en la clase hablando español?

8. ¿Usted nació en Ohio?

9. Cuando Ud. le-dice a su-amigo 'Le-aconsejo que estudie mucho', ¿qué quiere decir Ud.? ¿Que el profesor es duro?

10. ¿Hace mucho tiempo que le-cambiaron su-profesor?

Part 4.

Be prepared to be engaged by your instructor in the following conversations.

A:

What's that?

-- What? This?

Yes. That-thing.

-- It's a book.

Of course! I know (:) it's a book!

-- Then, why did you ask me?

Because I want to know if it's a

Spanish book (un libro de español).

-- Yes. It's a Spanish book.

What's it like?

-- Not too good (muy bueno), but
pretty good.

B:

Where is Alicia?

-- She's in the kitchen.

Don't tell me! Is she learning to cook?

-- Yes. She's learning.

I'm glad. With whom?

-- With María.

Really? When did María learn to cook?
(Remember: aprender... a-_________r).

-- She learned a long time ago.

C:

What's the new class like?

-- The new class is fine, but the
teacher.... I don't know.

Is he (any) good?

-- I don't know. It's too soon.

How does he strike you?

-- He struck me as tough.
But I'm not sure. Do you know him?

Not me. But Carlos had him last week.

-- Really? I'm going to ask him right this minute.

END OF UNIT 25

VOCABULARIES

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(A)

a	- a preposition
abril	- April (m)
abrir	- (nf) opening
abra	- (cf)
acabar de---r	- Have just done something
aceptar	- (nf) accepting
aconsejar	- (nf) advising
agricultura	- agriculture (f)
ahora	- now
¿Ah, sí?	- Really?
al	- to the
alegrarse	
me-alegro	- I'm glad
algo	- something
alto(-a)	- tall
allá	- there; over there
americano(-a)	- American
amigo(-a)	- friend
amor	- love (m)
anoche	- last night
antes	- before
año	- year
apartamento	- apartment
aprender	- (nf) learning
aquí	- here
así	- thus; so
avión	- plane; airplane
ayer	- yesterday
la de-ayer	- yesterday's
ayudar	- (nf) helping

(B)

bailar	- dancing
bastante	- sufficient
bien	- well; (before adjectives) very
bueno	- well...; good
buenos días	- good morning

(C)

cabeza	- head (f)
caerse	- (nf) falling
se cayó del	- he fell off of..
caerse(me)	- dropping
calmar	
cálmese	- Don't get excited!
calle	- street (f)
cambiar	- (nf) changing
capital	- capital (city) (f)
¡Caramba!	- Gee!
carro	- car
casa	- house
casada(-o)	- married
catorce	- fourteen
cerca	- close; nearby
cerca...de-	- near to
cinco	- five
ciudad	- city (f)
¡Claro!	- Of course!
clase	- class(room); kind (f)
club	- club (m)
cocina	- kitchen
cocinar	- (nf) cooking
colombiano	- Colombian
como	- since; as
cómo	- how
¿Cómo se dice...?	- How do you say...
¿Cómo?	- How's that?
¡Cómo no!	- Sure!
compasión	- compassion (f)
completo	- complete
complicado	- complicated
comprensión	- comprehension (f)
con	- with
conmigo	- with me
conocer	- knowing (somebody)
Cónsul General	- Consul General
contento	- happy
continuar	- (nf) continuing
continuaremos	- We'll continue
cosa	- thing
creer	- (nf) thinking; believing
..., creo-	- I believe
¡Ya lo creo!	- I should say so!
creía	- (I) thought
--creía que era	- I thought it was
¿Cuál?	- which; which one
cuándo	- when
cuánto	- how many/much
cuatro	- four
¡Cuidado!	- Careful!

chica	young girl
chocolate	chocolate (m)

(D)

dar	(nf) giving
decidir	(nf) deciding
decir	(nf) saying
no me diga	You don't say!; Don't tell me!
¿Cómo se dice..?	How do you say...?
se dice	one says
dígame	tell me
dedicarse	(nf) dedicate oneself
me dedico tanto a...	I work so hard
defender	(nf) defending; (cf) defienda
del	contraction of de + el
dentro	within; in
dentro de dos meses	within two months
Departamento de Estado	State Department
descanso	rest; class break (m)
después	later; afterwards
después de----r	after----ing
día	day (m)
medio día	noon (m)
dicho	saying (m)
ese-dicho	that saying
diez	ten
difícil	difficult
Dios	God
doce	twelve
dónde	where
adónde	to where; where... to
de-dónde	from where
dos	two
los dos(somos)	both of us (are)
durante	during
durmiendo	ing form of 'sleeping'

(E)

edad	age (f)
edificio	building
ejercicio	exercise
el	the
ella	she
ellos	they
en	a preposition; at times equates with English 'in', 'at', 'on'
entender	(nf) understanding
Entiendo	I understand
¿Entendió?	Did you "?
entonces	then
esa	a demonstrative: that
eso-	that thing; that
escribir	(nf) writing
los escribí todos	I wrote all of them
escuela	school
ese	demonstrative: that
ése	that one
eso	that thing
por eso	that's why; for that reason
español	Spanish (lang.)
esposa	wife
esposo	husband
Es que...	It's that...
estar	(nf) being
esta	a demonstrative: this
estado	state
Estados Unidos	United States
este	a demonstrative: this
esto	this thing
estudiar	(nf) studying
exclusivo	exclusive
exigente	demanding; hard
existir	(nf) existing
éxito	success

(F)

fácil	easy
fama	fame
tiene fama de--	Has a reputation of-'

famoso	- famous
¡No fastidie!	- Drop dead!; Get off it!, etc.
favor	
Por favor	- Please
Hágame el favor de-	- Please--
felicitar	
¡Los felicito!	- Congratulations!
fiesta	- party
frase	- sentence (f)

(G)

garage	- garage (m)
gracias	- thanks; thank you
muchas gracias-	- Thanks a lot
gustar	
me/le gusta	- I/he likes
nos/les gusta	- We/they like

(H)

hablar	- (nf) talking
hacer	- (nf) doing; making
haga	- (cf)
hace + (time)	- ago
hace solamente 3 semanas	- Only 3 weeks ago
¿Cuánto tiempo hace?	- How long ago?
hasta	- until
hay	- there is/are
hermano	- brother
hija	- daughter
hijo	- son
¡Hola!	- A greeting; 'Hi!'
hora	- hour; time
hospital	- hospital (m)
hoy	- today
la de-hoy	- 'today's'

(I)

-iendc	- '-ing' ending for -er/-ir verbs
imposible	- impossible
inglés	- English
invitación	- invitation (f)

ir	- (nf) going
iba-	- I/he was going
(voy) ...a-----r	- going to (do)
vaya	- (cf)

(J)

joven	- young (m/f)
junio	- June (m)

(K)

(L)

la	- obj. substitute: (f) 'it'; 'her'; the (f)
lástima	- shame
¡Qué lástima!	- What a shame!
lastimarse	
se lastimó (la cabeza)	- He hurt his head
le	- ind.obj. substitute: you; him; her
lección	- lesson (f)
lejos	- far
levantarse	- (nf) getting up
libro	- book
lingüista	- linguist (m/f)
lo	- it; him
lo que Ud. diga	- Whatever you say

(LL)

llamarse	
se-llama	- her/your name's
me-llamo	- my name's
llegar	- (nf) arriving
llevar	- (nf) taking

(M)

malo	- bad
mandar	- (nf) sending
mañana	- tomorrow; with la or esta-: morning

mar	- sea; ocean (m)
marzo	- March (m)
más	- more
más de+No.	- more than
mayo	- May (m)
mayor	- elder; older
me	- to me; me
mejor	- better
menor	- younger
menos	- less
menos de+No.	- less than
por lo menos	- at least
mes	- month (m)
mesa	- table
mi-	- a possessive: my
mil	- thousand
minutos	- minutes
moderno	- modern
molestar	
molestando	- bothering
momento	- moment
en este mismo momento	- 'this very minute'
mucho gusto	- Glad to know you
muy bien	- very well

(N)

nacer	
nací/nació	- was/were born
nada	- nothing; anything
de nada	- You're welcome
nada más	- Just...; only
necesario	- necessary
es necesario	- It's necessary
niño	- boy child
niña	- girl child
no	- no
¿No?	- Isn't it?
noche	- night (f)
media noche	- midnight (f)
nombre	- name
nos	- us
nosotros	- we
novecientos	- 900
nuestro	- our
nueve	- nine
número	- number
nunca	- never

(O)

o	- or
ocho	- eight
oficina	- office
ofrecer	- offering
ofrezca	- (cf)
¡Oiga!	- an attention-getter: 'Say!' or 'Hey!'
ojalá	- I hope
once	- eleven
otra(o)	- another

(P)

país	- country (m)
palabra	- word
para	- for; in order to
parecer	- (nf) seem; strike
parte	- part (f)
pasar	- (nf) happening; passing
¿Qué pasó?	- What happened?
pequeña	- small
perdón	
¡Ah, perdón!	- Oh, pardon me!
permiso	- permission
con su permiso	- Excuse me
permitir	- (nf) permitting
pero	- but
piensa	- with a n.f., he-form of 'planning', 'intending'
piso	- floor
poco	- little (a little diff.)
poder	- (nf) being able; can
puede	- he can
se puede	- one can
se puede decir	- one can say
por	- for (two years); by; pass by; through; during; on account of; for the sake of; on behalf of; because of; out of
¿Por qué-	- Why?
¿Por qué no?	- Why not?
porque	- because

precisamente	- precisely
preguntar	- (nf) asking
pregunté/preguntó	- I/He asked
pregunte	- (cf)
preparar	- (nf) preparing
problema	- problem (m)
profesor	- teacher
pronto	- soon
Es muy pronto	- 'It's too soon'
próxima	- next
puerta	- door
pues	- a hesitation marker: Well..

(Q)

que	- a structural word used to relate a clause to other parts of a sentence; frequently English 'that'
lo que	- '...what...'
qué	- an interrogative: what
¿Qué tal?	- How're you doing?
¡Qué+noun!	- What a...!
quedarse	- (nf) idea of staying; remaining
querer	- idea of wanting
quiere decir	- means
quiénes	- 'Who-all'

(R)

razón	
tiene razón	- You're right
realidad	
en realidad	- to be honest
recibir	- (nf) receiving
reparar	- (nf) repairing

(S)

saber	- (nf) knowing
sala	- (class)room; living room
salir	- (nf) leaving
salga	- (cf)
sección	- section (f)
seguro	- sure
estoy seguro(a)	- 'I'm sure'
seis	- six
sentir	-
lo-siento	- I regret it; I'm sorry
lo-siento mucho	- I'm very sorry
sentirse	
se siente	- he feels (better)
señor	- sir; mister
señora	- Mrs.
señorita	- young lady; Miss
ser	- (nf) being
serio	- serious
¿En serio?	- Are you serious?
si	- if
sí	- yes
siempre	- always
siete	- seven
silla	- chair
sino	- but (rather)
sofá	- couch (m)
solo	- only
soltera(-o)	- unmarried; single
su	- a possessive: his; her; your; their
suponer	
supongo	- 'I suppose'

(T)

también	- also
tampoco	- either; neither
tan	- so
tan (fáciles)	- so (easy)
tarde	- late; afternoon (f)
temprano	- early
tener	- (nf) having
tuve (tiempo)	- had (time)
tuve que (llevar)	- had to (take)

tercer	- third
terminar	- (nf) finishing
tía	- aunt
tiempo	- time; weather
todo el tiempo	- all the time
mucho tiempo	- a long time
tío	- uncle
todavía	- yet
todos	- all
(los escribí) todos	- (I wrote) all of them
tomar	- (nf) taking
trabajar	- (nf) working
¿trabaja...?	- 'Do you work...?
trabajo	- work (m)
traer	- (nf) bringing
treinta	- thirty
tren	- train (m)
tres	- three
triste	- sad

(U)

un/una	- a
universitario	- of a university
...es universitario	- he's a univ. student
urgente	- urgent
usar	- (nf) using
usted	- you

(V)

varón	- male child
veces	- time (frequency)
a veces	- at times
vender	- (nf) selling
venir	- (nf) coming
venga	- (cf)
ver	- (nf) seeing
nos vemos	- 'We'll see you'
¿No me vió?	- 'Didn't you see me?
vea	- (cf)
¿De veras?	- Really?
¿Verdad?	- Isn't it?
viajar	- (nf) traveling
visas	- visa
vivir	- (nf) living
vivo/vive	- I/he-form: lives

(A)

a	- un/una
accept	- (nf) aceptar
advise	- (nf) aconsejar
after	- después
after(doing something)	- después de-----r
afternoon	- tarde (f)
afterwards	- después
age	- edad (f)
ago	
(x time) ago	- hace (x tiempo)
long time ago	- hace mucho tiempo
How long ago?	- ¿Cuánto tiempo hace?
agriculture	- agricultura
airplane	- avión
all	- todo(s)
already	- ya
also	- también
always	- siempre
American	- americano(-a)
and	- y
another	- otra(-o)
other	- otro(-a)
apartment	- apartamento
April	- abril
arriving	- (nf) llegar
as	- como; tan
asking	- (nf) preguntar (cf) pregunte
at	- en; a
aunt	- tía

(B)

bad	- malo
because	- porque
before	- antes
before doing s.	- antes de-____-r
being	- (nf) ser; estar
believing	- (nf) creer
..., I believe	- ..., creo
better	- mejor
bit	
quite a bit	- bastante
book	- libro (m)
born	
was born, I/he form:	- nací/nació
both	
both of us(are)	- los dos (somos)
bothering	- (nf) molestar
bringing	- (nf) traer
brother	- hermano
building	- edificio
but	- pero
but(rather):	- sino

(C)

can	
idea of being able, (nf)	- poder
one can	- se-puede
capital	- capital
car	- carro
careful!	- ¡Cuidado!
chair	- silla
changing	- (nf) cambiar
child	
boy child	- niño
girl child	- niña
male child	- varón
chocolate	- chocolate
city	- ciudad (f)
class	- clase
class break	- hora de descanso
classroom	- sala de clase
club	- club
Colombian	- colombiano
coming	- (nf) venir; (cf) venga
compassion	- compasión (f)
complete	- completo
complicated	- complicado
comprehension	- comprensión
Congratulations!	- ¡Los-felicito!
Consul General	- Cónsul General
continuing	- (nf) continuar
We'll continue...	- Continuaremos
cooking	- (nf) cocinar
couch	- sofá (m)
country	- país (m)
course	
Of course!	- ¡Claro!
Naturally!	- ¡Claro!

(D)

dance	- (nf) bailar
the one dancing	- la que baila
daughter	- hija
day	- día
dead	
Drop dead!	- ¡No fastidie!
deciding	- (nf) decidir
defending	- (nf) defender
demanding	- exigente
difficult	- difícil
doing	- (nf) hacer
door	- puerta
drinking	- (nf) tomar
dropping	- caerse(me)
during	- durante; por

(E)

early	- temprano
easy	- fácil
eight	- ocho
either	- tampoco
elder	- mayor
eleven	- once
English	- inglés
enough	- bastante
exactly	- precisamente
excited	
Don't get excited! (calm down!)	- ¡Cálmese!
exclusive	- exclusivo
excuse	
Excuse me!	- Con su-permiso
exercise	- ejercicio
existing	- (nf) existir

(F)

falling down	- caerse (de)
fame	- fama
famous	- famoso
far	- lejos
feeling	
feeling better	- (nf) sentirse
he feels better	- se-siente mejor
Fine!	- bien
finishing	- (nf) terminar
five	- cinco
floor	- piso
for	- para; por
four	- cuatro
fourteen	- catorce
friend	- amigo(-a)

(G)

garage	- garage
Gee!	- ¡Caramba!
getting up	- (nf) levantarse
girl	
young girl	- chica
girl child	- niña
young lady	- señorita
giving	- (nf) dar
glad	
being glad	- alegrarse
I'm glad	- me-alegro
Glad to know you	- Mucho gusto
(see happy)	
God	- Dios
going	- (nf) ir
was going	- iba/íbamos, etc.
going to (do something)	- voy a------r (cf) vaya

(H)

happening	- (nf) pasar
What happened?	- ¿Qué pasó?
happy	- contento
I'm happy	- Estoy contento(-a)
hard	- difícil
have	
have just done s.	- acabar de-----r
having	- (nf) tener
having to	- tener que
head	- cabeza
help	- (nf) ayudar
her	
direct object	- la-
indirect object	- le-
after a preposition	- ella
as a possessive	- su-
here	- aquí
Hey!	- ¡Oiga!

Hi!	¡Hola!
him	
direct object	lo-
indirect object	le-
after a preposition	él
his	su-
hope	
I hope	ojalá
hospital	hospital
hour	hora
What time is it?	¿Qué hora es?
house	casa
how	cómo
How do you say...?	¿Cómo se dice...?
How's that?	¿Cómo?
hurting	(nf) lastimarse
He hurt his head	Se-lastimó la cabeza
husband	esposo

(I)

I	yo
if	si
impossible	imposible
in	en
in two months	dentro de dos meses
intending	(nf) pensar
invitation	invitación (f)
Isn't it?	¿Verdad?; ¿No?
it	lo-/la-

(J)

June	junio
just	
I have just----	Acabo de-----r
It's just an exercise	Es un ejercicio nada más

(K)

kind	
What kind?	¿Qué clase?
kitchen	cocina
knowing	
knowing people (being acquainted)	conocer
knowing things	saber
knowing how	saber

(L)

lady	señora
young lady	señorita
late	tarde
later	después; más tarde
learn	(nf) aprender
learning to do s.	aprender a-----r
least	
at least	por lo menos
leaving	(nf) salir; (cf) salga
less	menos
less than	menos de
at least	por lo menos
liking	
(I) like	(me)-gusta(n)
linguist	lingüista
little	pequeño
a little (difficult)	un poco (difícil)
living	(nf) vivir
living room	sala
love	amor (m)

(M)

making	(nf) hacer
many	muchos
How many...	Cuántos(-as)
March	marzo
married	casado(-a)
May	mayo
me	
dir./ind object	me-;
after a preposition	mí
midnight	media noche (f)
minutes	minutos
Miss	señorita
mister	señor
modern	moderno
moment	momento
this very minute	en este mismo momento
month	mes (m)

more	- más
more than	- más de
morning	- mañana
Good morning!	- Buenos días
this morning	- esta-mañana
Mrs.	- señora
much	- mucho(-a)
How much...	- cuánto
muy	- mi

(N)

name	- nombre (m)
being named	- llamarse
My name is	- me-llamo
naturally!	- ¡Claro!
near	
near to	- cerca...(de)
close by	- cerca
necessary	- necesario
neither	- tampoco
never	- nunca
next	- próximo(-a)
night	- noche (f)
last night	- anoche
tonight	- esta-noche
nine	- nueve
nine hundred	- novecientos
no	- no
noon	- mediodía
nothing	- nada
now	- ahora; ya
number	- número

(O)

ocean	- mar (m)
offering	- (nf) ofrecer; (cf) ofrezca
office	- oficina
older	- mayor
on	- en
only	- solo
open	- (nf) abrir
or	- o
other	- otra(-o)
another	- otro(-a)
our	- nuestro(-a)

(P)

pardon	
Oh, pardon me!	- ¡Ah, perdón!
part	- parte (f)
party	- fiesta
passing	
passing by (a place)	- (nf) pasar
permission	- permiso
permitting	- (nf) permitir
plane	- avión
planning	- (nf) pensar
please	- por favor; Hágame el favor de
precisely	- precisamente
preparing	- (nf) preparar
problem	- Problema (m)

(Q)

(R)

reality	- realidad (f)
to be honest	- en realidad
¿Really?	- ¿Ah, sí?; ¿De veras?
reason	- razón (f)
for that reason	- por eso
you're right	- tiene razón
receiving	- (nf) recibir
regretting	- (nf) sentir
I regret it	- Lo-siento
remaining	- (nf) quedarse
repair	- reparar
reputation	-
has a reputation of---	- tiene fama de
rest	- descanso
class break	- hora de descanso
right	
You're right	- tiene razón

(S)

sad	- triste
Say!	
as an attention-getter	- ¡Oiga!
saying	- (nf) decir; dicho

I should say so!	- ¡Ya lo-creo!
You don't say! (Don't tell me!)	- ¡No me-diga!
How do you say...?	- ¿Cómo se-dice..?
One says	- se-dice
school	- escuela
sea	- mar (m)
section	- sección (f)
seeing	- (nf) ver; (cf) vea
We'll see you	- Nos-vemos
seeming	- (nf) parecer
How did it seem to you?	- ¿Qué le-pareció?
selling	- (nf) vender
sending	- (nf) mandar
sentence	- frase (f)
serious	- serio
Are you serious?	- ¿En serio?
seven	- siete
shame	- lástima
What a shame!	- ¡Qué lástima!
she	- ella
since	- como
single	- soltera (unmarried)
sir	- señor
six	- seis
sleeping	- (nf) dormir (-ing) durmiendo
small	- pequeño(-a)
so	- así
so(easy)	- tan(fácil)
so-so	- así, así
something	- algo
son	- hijo
soon	- pronto
sorry	
I'm sorry	- Lo-siento
I'm very sorry	- Lo-siento mucho
Spanish	- español
state	- estado
State Department	- Departmento de Estado
staying	- (nf) quedarse
street	- calle (f)
strike	
How did it strike you?	- ¿Qué le-pareció?
studying	- (nf) estudiar
success	- éxito
sufficient	- bastante; (suficiente)
supposing	- (nf) suponer
I suppose	- supongo
sure	- seguro
I'm sure	- Estoy seguro
Sure! (An affirmation)	- ¡Cómo no!

(T)

table	- mesa
taking	- llevar
talking	- (nf) hablar
tall	- alto(-a)
teacher	- profesor(-a)(m/f)
ten	- diez
thanks	- gracias
thanks a lot	- muchas gracias
that	
(demonstrative:)	- eso; ese/esa
(relator:)	- que
the	- el/los; la/las
their	- su-
them	
direct object:	- los-/las-
indirect object:	- les-
after a preposition	- ellos/ellas
then	- entonces
there	- ahí; allí; allá
there is/are	- hay
these	- estos/estas
they	- ellos/ellas
thing	- cosa
thinking	- (nf) pensar; creer
I thought it was..	- Creía que era..
third	- tercer
thirty	- treinta
this	
(demonstrative:)	- esto; este/esta
thousand	- mil (m)
those	- esos/esas
three	- tres
thus	- así
time	- tiempo
a long time	- mucho tiempo
What time is it?	- ¿Qué hora es?
times	- veces (f)
at times	- a veces

today	- hoy
today's	- (la) de-hoy
tomorrow	- mañana
tonight	- esta-noche
train	- tren (m)
traveling	- (nf) viajar
twelve	- doce
two	- dos

(U)

uncle	- tío
understanding	- (nf) entender
I understand	- Entiendo
Did you understand?	- ¿Entendió?
	- (cf) entienda
United States	- Estados Unidos
university	
university student	- universitario(-a)
until	- hasta
urgent	- urgente
us	
direct or indirect object	- nos-
after a preposition	- nosotros
using	- (nf) usar

(V)

very	- muy; bien
visa	- visa

(W)

wanting	- (nf) querer
weather	- tiempo
welcome	
You're welcome	- de nada
well	- bien
Well...	- Bueno,...; Pues,...
What	- ¿Qué?
at times	- lo que
whatever	
(at times)	- lo que, as in lo que Ud. diga
when	- cuándo
where	- dónde
where...to; to where	- adónde
where...from; from where	- de dónde
which	- cuál
who	- quién
Why?	- ¿Por qué?
Why not?	- ¿Por qué no?
wife	- esposa
with	- con
with me	- conmigo
within	- dentro de
word	- palabra
working	- (nf) trabajar
work	- trabajo
I work so hard	- Me-dedico tanto a...
writing	- (nf) escribir

(Y)

year	- año
yes	- sí
yesterday	- ayer
yesterday's	- la de ayer
yet	- todavía
you	
subject or after a preposition	- usted/ustedes
direct object	- lo-/la-; los-/las-
indirect object	- le/les-
young	- joven
younger	- menor
your	- su

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